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ABSTRACT

The general information provided in the handbook is designed to assist Adult Basic Education (ABE) personnel in planning a program to meet the divergent educational needs of adults. The first quarter of the book is devoted to general background material: ABE's historical background; a synoptic view of the ABE program; and recent trends in ABE. The largest part of the book gives down-to-earth advice on organizing and operating an ABE program; suggests procedures for curriculum development; discusses instruction and the teaching-learning process; outlines methods and materials used in the ABE program; describes methods of recruitment, retention, and evidencing accountability; and touches on the importance of interpersonal relations in ABE. Guidance and counseling are defined in relation to ABE, criteria for evaluation are suggested and evaluation pitfalls pointed out, and, in the summary, tips to ABE teachers are given. In the main, however, the book is descriptive rather than prescriptive. Ten pages of brief case studies are presented as examples. (Author/AJ)

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A Handbook For Adult Basic Education

Alabama State Department of Education
and
Alabama State University

CE 002 977

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FOREWORD

Adult Basic Education in Alabama is available to all adults sixteen years of age or older with little or no schooling who want to initiate or continue their education. The acquisition of new skills will raise the educational level, open the doors of opportunity to occupational training, more productive work, and a better citizenry in today's society.

The value of Adult Basic Education is determined more by its teachers than its contents. There has been an increasing demand for information that can be used by teachers to prepare for a new class, teach it and keep attendance to a maximum.

The general information provided in this Handbook is designed to assist Adult Basic Education personnel in planning a program to meet the divergent educational needs of adults in our State.

INTRODUCTION

Before attempting to describe the contents and purposes of this Handbook, or before attempting to tell what the Handbook is, it may be well to emulate certain writers who, in attempting to tell what something is, begin by tell *What it is not.*

WHAT THIS HANDBOOK IS NOT; AND WAS NOT INTENDED TO BE

1. This Handbook is not a cure-all or a panacea for all of the ills that beset ABE.

2. It is not a literal Alladin's lamp that can be gently stroked to produce intellectual illumination at the will of the possessor.

3. It is not a prescriptive ingredient which like vitamins, may be taken for increased stamina.

4. It is not a complete or infallible program designed to meet the needs of all Adult Basic Education personnel in all of the ABE systems in a given geographical area.

5. It is not an attempt to use sophistry to intellectualize the content and present it in such a manner as to appear erudite and pedantic.

6. It is not a set of "ground-rules" or guidelines that will be applicable under all conditions and in all situations.

7. It is not an instrument that can be used indiscriminately without giving consideration to the personnel, the situation, and the nature of the problem that is being attacked.

WHAT THIS HANDBOOK IS: OR WAS HOPED TO BE

It has been stated what the Handbook was not. It now seems feasible to give some idea of what the Handbook is; or was hoped to be:

1. The Handbook is a descriptive (rather than a prescriptive) device, designed to give some assistance to the neophyte ABE teacher, supervisor, or administrator.

2. It is an instrument that may be used as a source of quick reference in seeking assistance with problems in adult basic education.

3. It is an effort to establish a rationale or framework of reference for pre-service and in-service ABE personnel.

4. It is a device for strengthening the lines of communication between various personnel and agencies directly involved in ABE through the "down-to-earth" manner in which the material is presented.

5. It is an attempt to "come to grips" with many of the common problems confronting experienced ABE personnel in general and inexperienced ABE personnel in particular.

6. It is an attempt to create public awareness of the crucial problem of illiteracy in the State of Alabama in particular and in the nation in general.

7. It is an attempt to suggest materials, methods, and procedures that may be of assistance to personnel in adult basic education. And, perhaps to personnel in the public school systems.

8. It is an effort to develop and strengthen the linkages between local, state, federal, and private agencies involved in adult education.

9. It is an effort to provide easy and accessible sources of outside reading, recreational reading, or source materials for ABE personnel.

10. It is an intensive effort to develop the 3-dimensional approach for ABE in Alabama by cooperatively constructing a program in ABE that is *extensive* (broad in scope), intensive (greater in depth in problem perusal), and more *protensive* (greater perspective as to goals in the future).

11. It is an effort toward program enhancement through increased capability in instruction, and more professional leadership in the area of supervision and administration.

12. Finally, the Handbook is an instrument that may make contributions toward the long-range goal of "eliminating" illiteracy in the State of Alabama. In order to accomplish this goal, cooperative effort will have to be exercised in order to insure the "upgrading" of the instructional program, not only in the area of ABE, but also in the instructional programs of the public schools, and in institutions of higher education. It must be, or at least should be admitted that many deficiencies existing in the instructional programs of public schools, colleges, and universities (through their increasing drop-out rates) make vast contributions to growing number of adults who should be in ABE classes.

    In order to improve the instructional program better, more efficient teachers should be recruited, prepared, and employed. Definite criteria should be used in teacher selection. At least one criterion for selecting ABE personnel should be a person with a definite commitment to the program and one who is imbued with the insatiable desire to "work themselves out of a job." And why is this logical? The answer is obvious. A more literate society sees the need for increased taxes for the public schools.

PREFACE

A Handbook may mean many things to many people. However, the meaning that it has, depends to a great extent, upon the user; his nature and attitudes; his concepts, understandings, and beliefs; and all of these determine how the Handbook will be used. To some individuals a Handbook is a manual of arms to be followed to the letter in determining a given course of action. To others, it may serve as a kind of road map to assist the individual in the decision-making process. To others it may merely serve as a quick reference to reinforce emerging ideas that are being produced by the would-be researcher. And to others, it may serve as a "benchmark" or as a foundation for the building of increasing concepts in the area of ABE/AE. To a beginner in ABE/AE the Handbook may be used for developing such a foundation; to the experienced individual in adult education, it may serve as supplemental materials that have been garnered through this experience; to the layman, it may serve as an instrument for creating public awareness of the great problem of illiteracy in America; and, to those who browse through materials on education and ABE, hopefully, the Handbook will be a source of much pleasant recreational reading.

If it is true that a Handbook means many things to many people, it seems equally true that *all* Handbooks can never approach the position of meaning all things to all people. Thus, if this Handbook can, in a modest manner, stimulate even a small trend of thought among ABE personnel: or if it can raise a few pertinent questions in the field; or if it can serve as a source of stimulation to the inexperienced in ABE; or if it can give a faint idea of the wide scope of adult education and its persistent problems; or, even if it can give the reader a few moments of chuckles, then the Handbook will in a small measure have fulfilled its purpose. If it fails as a problem-solver, please don't be disappointed. It was never intended to do this. If it helps in some small measure in solving some of the problems of the reader, well and good. If it seems to point up more problems than it attempts to solve, perhaps this, too, is good. Was it Descartes who said: "Doubt everything, even your own existence . . . for when one starts in by doubting, one is likely to end up in certainty . . . and vice versa."

Quite obviously, neither time nor space will permit the notation of all of the issues or answers that are known. Also, there seems to be little consensus — especially in the field of education — as to what the crucial issues and their answers really are.

Nonetheless, effort has been made to note some of the chief concerns confronting ABE/AE in the State of Alabama and in many states of the southeastern area of the United States.

Chapter I presents the historic background for adult education from antiquity to the present, in which it is suggested that the concept of adult education began with primitive civilizations and has augmented in scope and cooperative effort down through the ages. Chapter II presents a synoptic view of the Adult Basic Education Program. Chapter III presents some of the recent trends in Adult Basic Education. Chapter IV presents the organization and operation of the program. Chapter V presents curriculum development and instruction. Chapter VI presents methods and materials needed in the Adult Basic Education Program. Chapter VII presents suggestive data on recruitment, retention and accountability in Adult Basic Education. Chapter VIII concerns itself with the importance of interpersonal relations in ABE. Chapter IX presents the need for counseling and guidance in the ABE Program. Chapter X concerns itself with the problem of Assessment and Evaluation in ABE. Chapter XI sets forth a few final works to the neophyte, engaged in ABE and about to set forth upon her first series of thrilling or harassing adventures in the ABE setting.

Case studies in ABE are provided for your reactions.

HISTORIC BACKGROUND
OF THE PROGRAM

CHAPTER I

THE HISTORIC BACKGROUND OF ADULT BASIC EDUCATION

Contrary to the opinions of many laymen — and possibly some educators — adult basic education is not a recent innovation that emerged during the first quarter of the present century. Probably there are persons who believe that adult basic education was created and developed by the Adult Basic Education Act of Congress during 1964-1966. This is far from the truth. Although, these Acts of Congress had great impact upon the enhancement and development of adult basic education as a program, the educational process of adults has been evident in man's activity ever since the dawn of antiquity. A mere cursory review of the history of education will indicate that primitive man engaged in what may be called adult basic education. This appears to be a defensible statement if we disallow the concepts of some individuals that "adult basic education is a program for the disadvantaged adult who, having dropped out of school, has deficiences in the 3-R's and, through this program will be given another chance to eradicate these deficiencies." If we accept this rather limited concept of the term adult basic education, obviously primitive man, being unable to read or write could not have engaged in the adult basic education process. However, if we conceive the term adult basic education in a broader sense to include all of those learning experiences that are essential to the well-being, growth, and fulfillment of man, then it seems feasible to state that primitive man and likewise his successors engaged in the process. Also, it may be suggested with equal feasibility that adult basic education is not merely for the deprived adult but for all adults, the elite as well as the disadvantaged. Mortimer J. Adler seems to support this thesis by stating that "It is only after one has reached adulthood that it is possible to educate one." "Children," states Adler, "are schooled; adults begin the education process after reaching maturity and continue the process till death."(1)

ADULT BASIC EDUCATION DURING PRIMITIVE TIMES

Although formal education as a teaching-learning process may not have existed during primitive times, adults or older members of the tribe taught the young all that they considered fundamental to their welfare and development. Thus, through tradition, customs, folklore, etc., the young offspring was inducted into the mores and rituals of adulthood. The father taught the son to hunt, fight, fish, secure shelter, conquer his enemies, and other skills considered essential to the welfare of the tribe and to the individual. The mother performed and taught the girls to perform skills necessary for the home. However, it should be pointed out, that although these learning experiences were transmitted from adults to the young, the learning experiences were strictly adult in nature. This is to say that the skills that were taught were those that were considered important and fundamental to adults and to adults alone. Little time or effort was spent by adults teaching the young those skills that were common to the young.

EARLY CONCEPTS OF ADULT BASIC EDUCATION DURING PRIMITIVE TIMES

The word *basic* is quite a relative term and means different things to different classes of people. To the deprived or disadvantaged group, the term may mean developing skills to secure the necessities of life, viz. food, shelter, clothing, etc. To the middle-class, *basic* may mean developing adequate skills to make money, to acquire personal possessions, and to provide for the family in a manner considered acceptable to middle-class standards. Whereas to the affluent or the elite, *basic* may mean developing the necessary skills to move with ease and grace in the best of societies; to be acquainted with the best in literature and art; to be accepted by the upper-upper group as a worthy member of the group; and to be considered as a person to be "reckoned with" in developing decisions that affected the community.

If you ask the average student in the College of Education in the average university in the country the question: "Who originated the statement, 'We learn to do by doing'?" You are more than likely to receive this response in concert: "John Dewey." You are likely to receive this answer despite the fact that the students have had courses in the History of Education in which they have studied about man and his living activities during primitive communities existing during modern times. John Amos Comenius (1592-1670) set forth the theory that we learn to do by doing a century before John Dewey was born. (4) And, primitive man

although not putting the theory into actual words, put into practice hundreds of years before Comenius was born. Thus, primitive man's concept of basic education may be said to have been quite pramatic and singly adult structured.

ECONOMICAL, PSYCHOLOGICAL, PHILOSOPHICAL, AND SOCIOLOGICAL PROBLEMS THAT ARE SIGNIFICANT TO ABE

Many conditions and factors form a matrix around which numerous problems of adult education revolve. At least four of these factors are so closely interrelated that it is difficult to consider one without the other three. First, there is the problem of economic insecurity which affects not only what people have or lack, but also their behavior; what they believe; and their feelings and attitudes toward their fellowman. The ABE personnel, working with the unemployed, the under-employed, and in many cases the unemployed, is confronted with the crucial problem of helping the trainee to develop basic skills that may result in his becoming a contributing member of society rather than a ward of charity. However, in order to make any significant inroads into this area, the ABE worker will have to come to grips with such pertinent problems as the behavior patterns of this particular group. How does he behave toward others and himself? (He is likely to see himself as society sees him.) What are his feelings and attitudes towards groups other than his own peers? Perusals into problem areas of this nature are quite likely to lead the inquisitor into other persistent problem areas: What are his basic beliefs? What are the sources of these beliefs? To what extent, if any, have these beliefs been subjected to scientific or logical inquiry? What are his value patterns and from whence did these develop? Finally, the ABE worker may be confronted with the sociological aspects of the problem: What is the nature of the social structure of society? How does the ABE worker feel about this social arrangement? How does society in general view it or feel about it? How may, or does the deprived feel about this arbitrary social arrangement? How may this social stratification affect his behavior, his beliefs, and his economy? These and other concerns are basic to the deprived learner and should be regarded important to the ABE worker with a definite committment.

THE IMPACT OF THE HOME, THE CHURCH, GOVERNMENT AND PRIVATE ENTERPRISE ON THE ABE PROGRAM

Many institutions other than the schools have had great

impacts upon the growth and development of adult basic education in America. It has been suggested that the home during primitive times, through stressing adult customs, skills, and values, made significant contributions to the advancement of adult basic education. Obviously, the training received in the home by the adolescent from the adult was more basic, and more adult, than the training received by youth in modern day homes. The church, too, played a significant role in the development of adult education. In order to preserve their traditions and to perpetuate their religious dogma within the young, the churches developed their own schools for inducting the young believers into the church. They were indoctrinated with religious dogma for the purpose of perpetuating their own religious traditions. Thus, through religious revivals, Bible classes, laymen's organizations, and other special activities, the Church has made, and is still making, valuable contributions to the programs of adult basic education. The various types of government — local, state, and federal — have made vast contributions to public schools in particular, as well as to other educational agencies. Apparently becoming sensitive to the interest of the general public in the total program of education, officials of government have seen fit to allocate more funds for the development of the total educational program "K thru D" that is, kindergarten thru death. Private enterprises, too, have made inestimable contributions to the development of adult education. The number of this imminent body is too large to give personal identification and recognition. However, a few will be mentioned for reference purpose: The Julius Rosenwald Fund; the Jeannes Fund; the Ford Foundation; the Rockefeller Foundation; the Carnegie Foundation; the Mott Foundation; the Danforth Foundation; and others. There are other private agencies that have played a magnificent role in the development of adult education, not only in Alabama but throughout the nation. Among these are included the State Federation of Women's Clubs; the Chamber of Commerce; the Rotary; the Lion's Club; the 'Jaycees'; the Jaycettes; the labor unions; professional organizations, and others.

Since there is evidence of many influential organizations the question may arise: "Why the lack of public awareness of the Program of Adult Basic Education?" Perhaps the answer lies in the lack of "linkage" with the various interested groups; and the lack of coordinated effort that would result in the dissolution of duplicated efforts.

THE ADULT BASIC EDUCATION PROGRAM:

A SYNOPTIC VIEW

CHAPTER II

THE ADULT BASIC EDUCATION PROGRAM: A SYNOPTIC VIEW

In making an attempt to develop a comprehensive concept of any program, it may be advantageous to take a synoptic view of the program. This type of observation — that is, studying the parts of the unit as they relate to each other and to the unit as a whole — may give the observer clearer insights into the program than by studying each of the components as separate or distinct entities. Thus, "A whole is greater than its components parts" is repeated for emphasis. This is true as in the case of music. The soprano, alto, tenor, and bass of a musical composition are — when combined or united — richer in tonal effect and quality than they are when played or sang separately. Therefore, in observing any program, all phases or factors should be viewed together in their proper perspectives as in the case of studying the elements hydrogen and oxygen. As separate and simple elements, hydrogen and oxygen are far different in characteristics than they are when chemically combined to form the compound water.

THE NEED FOR THE PROGRAM

The 1960 Census of the United States clearly indicates the need for the ABE Program, not only in the State of Alabama, but in each of the fifty states of the Union. The data indicate that there are approximately 850,000 individuals (25 years of age of older) in the State of Alabama. If the age-range were dropped from 25 years or older, the age-range presently in operation in the ABE Program, the statistic on persons with less than an eighth grade education (functionally literate) would possibly double. Congress recently has defined the illiterate as persons having less than a high school education. Data on this redefinition would tend to again double the statistics of the illiterates. Data submitted by the Alabama State Department of Education, Adult Education Section indicate that during the six year interim, since the initiation of the ABE Program, that approximately 65,000 adults have been

enrolled in the Program in the State of Alabama. Evidently this is an excellent record of an attempt to eradicate illiteracy in the State. However, there still remains over a million illiterates or semi-illiterates living or residing in the State. Other data substantiating the effective efforts of the Section of Adult Education of the State will be presented later in this report.

Other Evidences of Need for the Program

It is suggested in this report that one of the important community resources which greatly influences the establishment of Big Business and Industry within a given State is the presence of an available and literate labor source. Also the type of school systems in the area is another resource as evidenced by the numbers of illiterates and drop-outs. Many communities have lost the selection of their community as an industrial site due to this single factor. Thus, great sums are lost to the state and community in salaries, taxes, and other benefits. The crime rate is another statistic that greatly influences the location of industry. Research indicates that there are high correlations between illiteracy, and unemployment, and drug abuse, which are all components of crime. Otto McClarrin (writing in the 1972 Winter issue of the Oracle Omega Psi Phi Fraternity) stated that one-half of all of the crime committed in New York City was directly or indirectly associated with narcotics. He states that "authorities estimate the annual cost to citizens of the city to be from $140 million to $200 million. McClarrin further stated that authorities estimated that the cost of rehabilitating addicts has been more than $150 thousand each. This cost in dollars for cure, coupled with cost for incarceration for crime — sometimes resulting in the loss of life — dramatically stresses the need for the ABE Program.

Factors Stressing the Need for Adult Basic Education

Scientific inventions, technocracy, the explosion of knowledge, and the population explosion have tended to make living in a democratic society more complex and difficult. All of these factors have had great impact upon the nature and needs of the Adult Basic Education Program. Not only have the needs *for* the program increased, but *the nature of the needs of individuals in the program have greatly altered.* Obviously there is a change in the concept of the term "basic education." During the primitive times basic education consisted mostly of activities associated with securing food, shelter, clothing, and family living. Today, basic education is concerned not only with the problem of "making a living" but also with *making the living worth while.*

Factors That Intensify the Need for ABE

1. *Effects of the Expanding Economy.*

The expanding economy by automation in industry, resulting in greater production of goods and materials has caused the economy to expand to the extent that the unskilled person finds it more than difficult to live in a society with its ever increasing market prices.

2. *Effects of the Increase in Standards of Living.*

The terms affluent, deprived, disadvantaged, and poverty are relative terms which are difficult to identify or define. The time and the place are the factors that determine whether or not one is deprived or affluent. Less than three decades ago a family who was in the $3,000 bracket may have been considered as affluent, or at least in the middle class. Today, those with an income of less than $3,000 a family is identified as those in poverty. Thus, as the standards of living rise the uneducated adult finds it increasingly difficult to thrive without the necessary basic skills.

3. *Democratic Principles Stressing the Inalienable Rights of Man.*

More than two and a half centuries have passed since the Declaration of Independence was set forth, and though its ideals have not been fully realized, great inroads have been made in the "stride toward freedom" since the mid-twentieth century. During this century, not only is education considered to be the right of all citizens, but also *equalization of educational opportunity as well.* The premise that each individual is a person of worth and dignity regardless of race color or creed; and the statement "with liberty and justice for all" have become fundamental watchwords of American democracy. This extension of the rights of citizenship has stressed the need for skills in basic education. Perhaps this was the intent of Jefferson's statement: "Those who wish to be free, while yet remaining in ignorance, wish for what never was and never will be.

4. *Effects of the Polarization of Contrasting Ideologies.*

The leading nations of the world appear to be locked in a life or death struggle for supremacy of the world. On the one hand we have the totalitarian governments, stressing the rights of the central government and limiting the rights of the private individual. On the other hand we have those governments dedicated to democratic principles who augment the rights of the private citizen and tend to limit those of the State. These two extreme forces, one extremely conservative, the other, extremely liberal find it rather difficult to develop any consensus whatsoever when they meet at the conference tables. How, you may ask, does this

affect the need for adult basic education? Simply this: the suspicions accompanying the "cold war," coupled with the threats of actual war have resulted in an armed race for nuclear weapons and instruments that have necessitated the curtailment of finance which could have gone into the "flight to the moon" program and the vast cost in dollars and lives in the Vietnam crises, it seems feasible to state that these funds could nave been more profitably spent on the public school systems of America. Expenditures of this kind and for these purposes may have resulted in improved school systems, better teachers, more functional curricula, and more adequate, modern, materials, supplies and equipment. All of these may have combined to prevent some potential dropout from becoming an actual drop-out and a ward of society.

5. *Rapid Development of Transportation and Communication.*

Even during the first quarter of the twentieth century it was quite easy and common to find individuals who had not traveled beyond the boundaries of their own county lines. Some had not even crossed the lines of their own local communities. In a situation like this, basic habits and skills were likely to remain static and exchanged. With the advent of better means of transportation and communications, there was the possibility of a greater influx of immigration and emigration. Industry, seeking cheaper labor and cheaper facilities and taxes, could come into the area bringing with them new jobs, demanding new skills, new ideas, necessitating more change, and new demand upon literacy and education. All these and more had great effect upon the uneducated adult.

6. *The Rapid Increase in the Number of Pupils in High School and in College Resulting in a Rapid Rise in Academic Levels in Communities.*

Time was when an eighth grade education was considered adequate academic attainment to develop basic skills needed to work in the average industry. This may have been the "benchmarks" by which Congress limited the first Adult Basic Education Act to a target population with less than an eighth grade education. Presently, the minimum level of academic achievement, which industry will consider, is graduation from high school. Again, this may have influenced Congress to define the functionally illierate as those having less than a high school education. Thus the rise in academic level and requirements greatly affect persons with less than a high school education.

Statistical Data Indicating Need for the ABE Program

The intent of this chapter is to present a synoptic view of the ABE Program and to substantiate the need of such a program in

the State of Alabama. Perhaps the best means of substantiating the need for the program is to present the data submitted by the State Department of Alabama to the Office of Health, Education, and Welfare (HEW) and to the Southern Region Education Board (SREB).

The data submitted by the State Department of Education, Adult Education Section definitely substantiate the need for the program in the State of Alabama. The State Level Adult Basic Education Team (SLABET) although definitely understaffed (the State Staff in ABE consists of only five regional supervisors and a coordinator of the program) has compiled an impressive record for ABE in the State of Alabama. The following data are herewith submitted: The 1960 population of the State (25 years of age or older) — as indicated by the U.S. Census of 1960 consists of 1,976,722 adults. Of this number, 1,444,734 had less than twelfth grade education, while 1,038,785 had less than an eighth grade education. During the interim 1965 — when the program was initiated — through 1971, 65,557 pupils were recruited for the program. On the surface, the recruitment of 65,557 pupils in six years would seem to be an excellent record. However, when one considers, this figure reduces the total statistic of 1,976,723 individuals by less than a hundred thousand, one can easily discern that the battle against illiteracy in the State has hardly begun. (See Table I).

These data clearly indicate the need and the plausibility of increased emphasis interest of the adult basic education in the State of Alabama.

TABLE I

1970-71 SUMMARY SHEET

ALABAMA ADULT BASIC EDUCATION PROGRAM

P.L. 89-750, TITLE III

TOTAL SYSTEMS	99
1. Total Classes	647
2. ABE Students Enrolled	13,447
a. Average Students per Class	20.5
b. Level I	3,235
Level II	4,784
Level III	5,428
c. Sex: Female	8,442
Male	5,005
d. Race: White	5,123
Black	8,185
Other	139
3. ABE Students Who Learned:	
a. To Read	1,604
b. To Write	1,552
4. ABE Students Who Completed:	
a. Level I	614
b. Level II	1,194
c. Level III	1,849

5. ABE Students Who

a.	Were Welfare Recipients	2,106
b.	Discontinued Welfare	130
c.	Got Better Paying Jobs, Raise or Increase	1,082
d.	Found a Job Because of ABE	614
e.	Registered to Vote for the First Time	2,451
f.	Continued to Vocational or Other Job-training	1,022
g.	Joined Civic Clubs	1,520
h.	Children Stayed in School Because Parents in ABE	1,570
i.	Family Used Budget First Time	1,535
j.	Subscribed to Newspaper or other publications for the first time	1,287
k.	Opened Bank Account for first time	689

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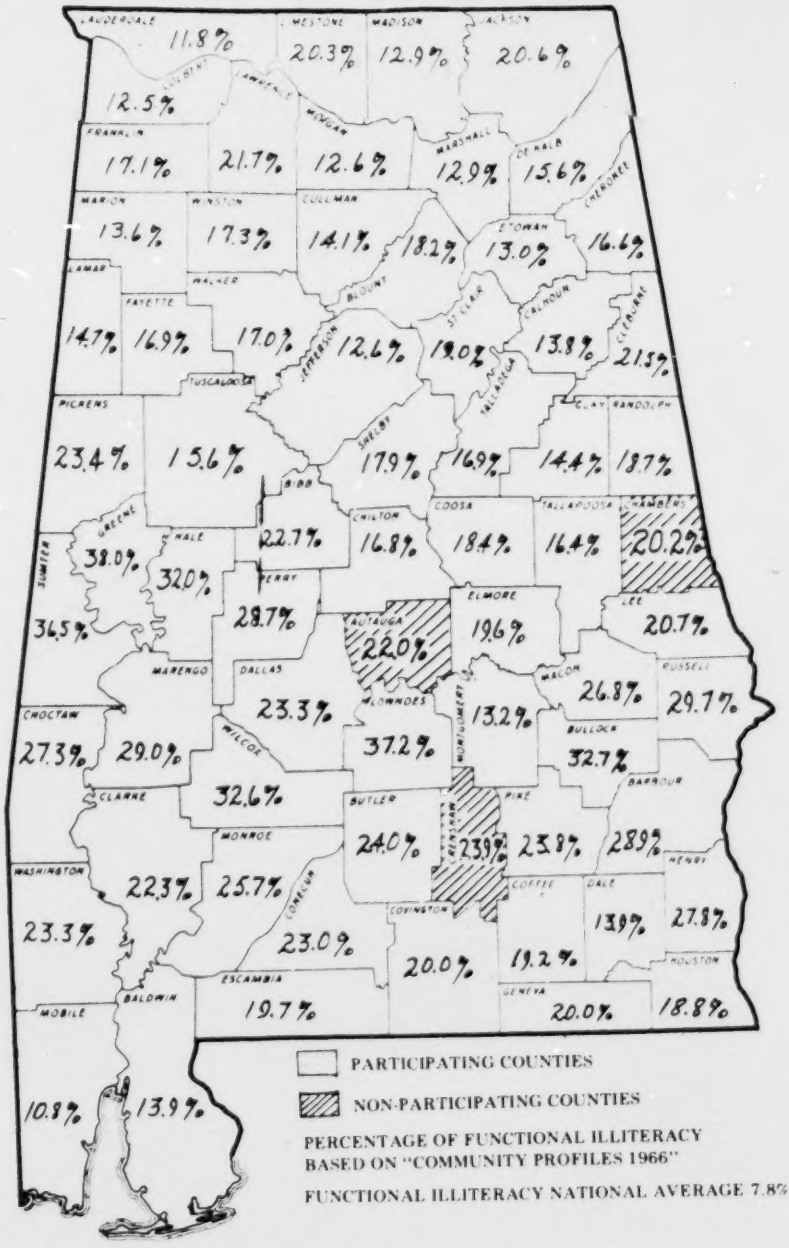
1971-72 ADULT BASIC EDUCATION



THE TYPE OF PROGRAM(S) NEEDED

Many components or variables should be used in determining the type of program needed in adult basic education. Situations, time, places and people differ, and all of these must be taken into consideration in determining the most effective type of program. Before attempting to develop any program, the developer would do well to acquaint himself with the people for whom the program is being designed; the existing problems; the personnel available to work in the program; and the situations in which the program will be operated. This is to say that there is no "Master Plan" for the promotion of a program that will be effective in all cases in each situation. This is the prime reason for involvement at the "grass roots" if we expect effectiveness and excellence in the program. Although programs in ABE will vary from community, and from State to State, there is a common core which permeates all successful programs in adult basic education. These are as follows:

1. Instruction should be based upon the previous experiences of the learner.

2. The total community — professionals and laymen — should be involved.

3. Short-range as well as long-range goals should be set forth.

4. The curriculum should be comprehensive to the extent that it includes more than merely the 3-R's.

5. The wants of the learner should be considered along with his needs.

6. The program should be flexible to the extent that pupil's interests are met.

7. The program should be pupil-centered; community-minded; and community-sponsored. (Community is used in the broad sense to include local, state, and federal agencies, public and private.)

8. The program should be of such that each pupil experiences success daily.

9. All facets of the pupil's problems should be taken into consideration; the social; the psychological; family prob-

lems; and all other confronting the learner.

10. The program should involve the pupils in the initial planning and evaluation.

11. The program should evidence such components as: creativity; innovations; experimentation (working with new ideas in untried fields); and individualized instruction.

12. The program should stress and evidence the "our", "we", and "us" attitude on the parts of both teacher and pupil, thus giving a new concept of "Team Teaching" by stressing the teaching-learning process.

13. The climate of the classroom should be wholesome and conducive to the teaching and learning process.

14. Barriers to communication, such as language deficiencies, should be allowed to *dissolve* rather than be destroyed. This is to say don't be in too big a hurry to correct his English usage.

15. The program should accept him just as he is, his value systems; behavior patterns; social attitudes; and his superstition and beliefs.

In developing a program for the disadvantaged or adult, great care should be exercised to insure that he is not exposed to the same type of unpleasant experience that caused him to fail and leave school during his earlier school days. Since the uneducated adult is a unique person with dominant individual differences, as far as possible, the program should be structured in a manner that the individual needs may be met. Since the usual ABE classes are small in size, it is quite possible for the ABE teacher to do this with greater ease than the teacher in the public school with larger numbers of pupils in class.

THE TYPE OF LEARNER FOR WHICH THE PROGRAM IS NEEDED

Learners in the adult basic education program, like the learners in any other educational program, vary in attitudes and abilities to learn. They vary in attitudes toward learning, and even in the desire to learn. The adult learner is likely to come from the lower

income bracket. This being true, he is likely to be handicapped by poor housing and malnutrition. Both of these factors contribute to his retardation. Having no reading materials in the home; having no one to converse with except those who use restricted speech; who speak most of the time in monosyllables, except when emotionalized or angry; having insufficient food and clothing to insure nutrition and comfort; and having been victimized by "*low expectations*" emanating from both the home, the school, and society at large. The adult learner is quite likely to feel insecure, irresponsible, and unambitious. The fact is, that he may have experienced failure so consistently that he has grown to accept failure and disappointment as "his lot in life." These negative experiences may have caused him to develop a negative attitude toward himself, toward others and toward society in general. However, he has had some positive experiences in life that may be used to a great advantage by the skillful teacher. If she *can* relate with him and will take the time to do so, much can be accomplished in the learning process by both pupil and teacher. Many of the positive experiences of the deprived students are often ignored, minimized, or overlooked. Frank Riessman observes that: "Most approaches concerned with educating the disadvantaged child either overlook the positives entirely, or merely mention in passing that there are positive features in the culture of low socio-economic groups, that middle-class groups might learn from, they do not spell out what these strengths are, they build educational programs almost exclusively around the weakness or deficits." (14)

Before mentioning some of the environmental factors which have tended to handicap the deprived both as an adolescent and an adult, it may be important to mention a few advantages that he has developed despite his environmental predicaments. 1) He is loyal to his social group and to his peers. He may seem disloyal to values set up by "the man, and the establishment" but he maintains strict loyalty to his peer-group; 2) He is said to have no male image in the home, but as the result of the "extended family" several uncles, cousins, and grandparents living in the same house with him may have more male influence than even the more affluent; 3) He is quite sensitive to nonverbal language. He may be unable to read the symbols used to express literary meanings — especially if expressed in terms of middle-class linguistics — but he is an expert in reading signs, facial expressions, and other non-verbal expressions; and 4) Though he may be unable to communicate with others in the style that is acceptable to the more affluent, he can and does — when communicating with his family

and peer-group — exhibit the ability to communicate in a "ghettonese" language that even linguistic experts find difficult to comprehend.

Characteristics of the Deprived Adult Learner

It is relatively easy to tell how the deprived are, or how they act or behave. Many, many words are used to describe their behavior. In describing the deprived, we carelessly throw out such adjectives as lazy, indifferent, irresponsible, uncommunicative, etc. It is much easier to describe *how they are*, or how they behave than it is to determine why they behave as they do and what to do about it. The capable ABE teacher, knowing what characteristics to expect in the uneducated adult, will seek to determine the cause of the behavior, and most important of all she will attempt to do something about changing the behavior. We are listing here a few of the common characteristics of the uneducated adult. The teacher may be encouraged to compile her own list, and she may be inspired to try to do something about the characteristics that she has discovered or determined.

These characteristics of the deprived adult learner are not necessarily true. Not all deprived learners to say the least have these traits, but these are some of the characteristics with which society has stereotyped the deprived:

1. They are usually slow or retarded academically.

2. They are usually more physically oriented than they are mentally inclined.

3. They are usually on the defensive: they blame society rather than themselves for their failures and deficiencies.

4. They are usually non-communicative when around others than their family and their peer-group, (mistakenly called gangs by some individuals.).

5. They have a different set of moral and spiritual values than the middle-class.

6. They may appear to be uncooperative and to assume the "I don't give a damn attitude."

7. They are often loud, boisterous, and belligerent.

8. They often feel unwanted and unloved; society is against them and they are against society.

9. They may be the victims of a restricted language.

10. They appear to have little respect for "Law and Order."

11. They usually crave attention and will go to any means to get it.

12. They are frequent users of language that is termed profane or obscene by the middle-class.

13. They are more interested in problems that are concrete in nature than those that are abstract.

14. They are usually the most potential drop-outs of the group.

15. They are usually likely to have had a criminal record at an early age than others.

16. Their experiences during childhood are likely to be far different from the middle-class child.

17. He is likely to be disinterested in a school curriculum that is based upon middle-class values.

18. He is likely to be misunderstood by the middle-class teacher adhereing to middle-class values.

19. They are likely to be the victims of "low expectations" by the teacher.

20. They appear to have little motivation for academic work.

21. Their goals are more likely to be short-ranged than long-ranged. They believe in the "*here and now*" rather than the "then and the there."

22. They may be shy, but attempt to cover this up by being boisterous and bellicose.

23. They are likely to consider the reachers as one of the

members of the "Establishment." And, they are against this and what it seems to stand for.

24. They are likley to be more dependable and responsible than appears on the surface.

25. They do not wish to be "talked down to." They like to talk, so to speak, "Eye-ball to eye-ball."

THE TYPE OF TEACHER NEEDED FOR LEARNERS IN THE ABE PROGRAM

The housing facilities for the program may be elaborate; the teaching materials and equipment may be of the latest design. The administrative and supervisory staff may be adequate and funds for the program may be almost inexhaustable. The Advisory Committee and other lay groups may be most enthusiastic, but the teacher is the most important factor. If the teacher does not exhibit capability; empathy for her learners; if she knows little about her learners and their problems, and possibly could care less; if she knows nothing about the community in which she will work; if she is going to take a condescending attitude toward those with whom she will work; if she is going to neglect centering her instructions around the previous experiences of her learners; if she is merely moonlighting, that is, working in the program merely to make up for financial deficiences or under-payment of salary in another job; if she has no respect for the worth and dignity of each individual regardless of race, color, creed, or economic status; if she has no fundamental and *acceptable* philosophy of Life and of Education; if she is inconsistent in her beliefs, her attitudes, and her actions; and finally, if she does not like people, care for people, and care about what happens to people, then you may as well forget the ABE Program in that community, or school system.

Administrators; supervisors; Advisory Committees; adequate and available funds; and even the inherent desire to learn on the part of the learners is of no avail if all of these are accompanied by an incapable, "don't give a damn" teacher. Unless, of course, the administrator, the supervisor, the Advisory Committee, and the public in general exercise their rights and responsibilities and demand the dismissal of the teacher. This is a rather round-about-way of saying in many words what could be expressed in one sentence; "*The teacher is the key.*" With a competent, creative, ingenuous, and humane teacher, a program has everthing. Without

such a teacher, a program has nothing — *The fact is, you have no program.*

This is not an attempt to depreciate the importance of the administrator, the supervisor, the Advisory Committee, the lay persons, or even equipment and materials. What we are saying is, although all of these are important, the competence, behavior, attitude, and academic performance of the teacher is *more* important.

THE TYPE OF TEACHER NEEDED FOR LEARNERS IN THE PROGRAM

Personnel officials seeking to employ teachers in the ABE program would do well to set forth some criteria for employing teachers other than the ones most frequently used: (1) The teachers are available; (2) They want the job; and (3) They *need* a job. The list of characteristics of teachers submitted below is descriptive rather than prescriptive. The ABE Program needs as teachers:

1. Teachers well-grounded in the philosophical, psychological, sociological, and economical foundations of education and the educational process.

2. Teachers who have an inherent interest in, and love for people, and who are greatly concerned about what happens to people. That is, teachers who are pupil-centered and people-minded.

3. Teachers who neither see too much (in the classroom); nor hear too much; nor know too much.

4. Teachers who know their subjects — the learners — as well as the subject-matter — that information that is to be taught to the learners.

5. Teachers whose memory spans are not too short. (Far too many teachers in attempting to teach the deprived, tend to forget, once they have arrived in a more affluent status that only they too would have been listed among these that are categorized as the culturally deprived.)

6. Teachers who are "on the level;" "down to earth", and

who do not try to elevate themselves by "Talking Down To The Learners."

7. Teachers who have the courage to "teach as they were taught to teach" — or rather should have been taught to teach" — rather than how well pupils were actually *taught* in many teacher-training institutions. This is to say that theory and practice in college teaching are not always in harmony, the one with the other. Practice has not always substantiated the advanced theory.

8. Teachers who have learned to take an objective look at self, and learned to accept what they have been in self. Only thus can the teacher ever be expected to take an objective look at others and accept "for real" what she sees. In short: Take a look at yourself and then you can look at others."

9. Teachers who have the courage to let the learners, and the public at large know that the "the teacher has pets," but, that the teacher's pets are all of the members of the class. Teachers who avoid playing favorites. Teachers who are non-discriminatory in their dealings with their learners.

In addition to stating the characteristics of the type of teacher needed in the ABE Program, some suggestions should be set forth on the type of training needed for the ABE teacher.

THE TYPE OF TRAINING NEEDED FOR THE ABE TEACHER

Hopefully the type of training needed for the ABE teacher is, or rather should be, the type of training for a teacher in any other area of teaching and learning. Unfortunately this is not always or consistently the case. As the training programs for adult basic education tend to develop and increase in higher education, it is envisioned that personnel in the ABE Program will be well-trained in formal pre-service courses designed to increase the capabilities of the teacher. The pre-service training programs should be further strengthened by in-service training programs on the local, state, and regional levels. The concept of the ABE curriculum should be made more comprehensive and relevant. In addition to a study of the 3-R's, the ABE teacher should receive training in other related courses such as: the philosophical; psychological, and socio-

economic foundations of adult education; the physical problems associated with the adult learner; problems in counseling and guidance that are peculiar to the adult learner; problems in family living and in the rearing of children; political and civic problems that will be confronting the adult learner; training designed to increase the social outlets of adults; problems having to do with the raising of health standards and increased sanitation; and problems having to do with group dynamics and interpersonal relations. And, a concerted "New Look" at the methods and materials suitable for adult learners. A survey of the many problems confronting disadvantaged adults would be profitable. Finally, a study of the community resources and how they could best be utilized would be immensely important.

FUNDAMENTAL BELIEFS (PHILOSOPHY) AND BASIC ASSUMPTIONS UNDERLYING THE ABE PROGRAM IN THE STATE OF ALABAMA

There are at least two types or sets of beliefs that are set forth by society: (1) expressional beliefs — those that we merely express but do not necessarily practice; and (2) operational beliefs — those which are practiced and perhaps have no need to express. In many cases there is direct conflict between expressional beliefs and operational beliefs. This is to say that what one says he believes (expressional beliefs) is often in direct conflict with what he actually does (operational beliefs). The crucial issue in societal problems seems to be that of bringing *expressional* beliefs and *operational* beliefs in greater harmony with each other. The Adult Education Program in the State of Alabama has set forth the following fundamental beliefs to undergird its program:

1) To help the adult learner develop faith in himself as a person of worth and dignity and to enable him to develop his maximum capabilities. But in order to do this, the individual must be treated by other members of society as a person of worth and dignity.

2) To help the adult to recognize the larger responsibilities accompanying his rights as a citizen. But in order to accomplish this, society must involve him more in the decision-making process; giving him more experience in taking responsibilities.

3) To help the adult acquire the fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community. But, in order to fulfill this belief, the term fundamental skills must be broadened to include those skills that include social, civic, economical, and psychological needs.

4) To provide in-service, pre-service, and professional training for the State Department of Education Staff, University Staff, and the Local ABE Staff. But, the in-service and the pre-service programs for all of these agencies should be centered around one central purpose: *the enhancement* of the ABE Program in the State of the southeastern region.

Specific basic assumptions undergird the fundamental beliefs of the adult basic education program in the State of Alabama. The success or the failure of the ABE Program within the State possibly within the Region is based upon the acceptance or the rejection of these basic assumptions.

BASIC ASSUMPTIONS OF THE ABE PROGRAM IN THE STATE OF ALABAMA

1. Education is a continuous on-going process that begins with birth and ends with death.

2. School-life and Life's School are two separate entities that should receive serious consideration in assessing the academic acuity of the learner.

3. Adults can, will, and do learn if provided the proper learning environment.

4. The learner does not fail alone: the school; society; and the educational systems too, are involved in the failure.

5. The term "basic education" involves more than the 3-R's Reading, Riting, and Rithmetic."

6. There are no culturally deprived individuals. All persons or group have culture; hopes; fears; hates; loves; customs; mores; artifacts; tools; etc. They are merely culturally

different. The success of the ABE Program throughout the Region is dependent upon the acceptance of this theory.

7. The behavior patterns of *peoples* is based upon their past experiences.

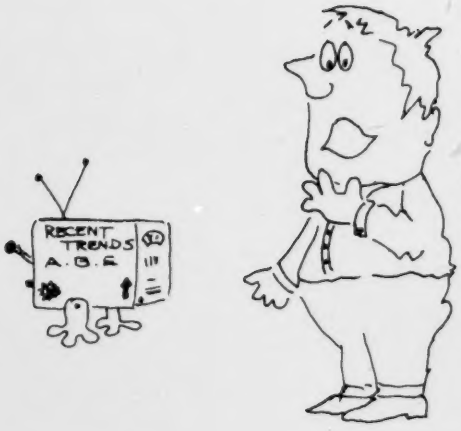
8. Learners usually conform to the expectations made for them.

9. Adults perform academic tasks slowly. But slowness in performance is not necessarily an irrefutable indication of academic deficiency.

10. Society is a mirror through which the adult learner gets an image of himself and also of society. As society sees him, he often sees himself, and also, sees society.

11. Andragogy and pedagogy should be differentiated in the teaching and learning process. Adults and children learn differently due to varying degrees of maturity.

12. Adequate communications are evident when two or more individuals, despite their linguistics or verbal usage, convey to the corresponding party what they wish to say.



RECENT TRENDS
IN ADULT BASIC EDUCATION

CHAPTER III

RECENT TRENDS IN ADULT BASIC EDUCATION

There appears to be increased interest in adult basic education since 1964 and 1966 when Congress passed the Economic Opportunity Act and the Adult Basic Education Act. The movement may still lack the momentum, magnitude, and intense interest that Paul Sheats would like to have seen in 1962, but we have come a long way since then.( ) And, though it appears that we still have a long way to go, it does seem that we are well on the way.

THE ASSUMPTION OF MORE RESPONSIBILITY BY THE LOCAL COMMUNITY

It seems safe to state that there appears to be more action and interest in ABE on the local level. Although this interest may have stemmed from increased interest and funding by state and federal governments, the ABE Program throughout the State of Alabama appears to be definitely on the increase as evidenced by increased enrollment in the Program; the increased number of school systems involved in the Program; and an increased number of college and university students enrolling in formal courses in ABE. However, despite these apparent advances in the Program, Alabama — even as some other States in the Union — still has not become sufficiently aware of the problem, the Program, and the people that it serves, to make the ABE Program an integral part of its total educational program, rather than a separate entity. Hopefully, the trend is, or will be, toward governments — local, state, and federal—making budgetary provisions for the funding of the ABE Program simultaneously as they make financial provisions for other divisions of education.

GREATER COOPERATION BETWEEN STATE AND FEDERAL GOVERNMENTS AND AGENCIES

There is evidence of greater cooperation, coordination, and unified effort between state and federal governments — particularly since 1964 and 1966. The funds appropriated by Congress, although in many instances arriving rather late, have increased public awareness of the need for the Program on both the state and local level. It may not be far from the truth to state that without the cooperative efforts of state and federal governments, many local communities would be without ABE Programs. And even with the united efforts of these two agencies there are still communities which lack ABE Programs.

Not only is there evidence of cohesiveness in the Program between the state and federal agencies, there appears to be greater coorperative effort between the several states. This arrangement provides many advantages: (1) the exchange of ideas gained from experience and research; (2) the presentation of a more united front in tackling the problems of national concern, rather than isolated by single states; and (3) the regionalization of the Program under the leadership of such agencies as the Southern Region Education Board (SREB) which has attempted, with a great degree of success, to keep the various states in the southeastern area in tune with the "temper of the times" in ABE.

INCREASED INTEREST ON THE PART OF BUSINESS AND INDUSTRY

Business and industry sensing the increasing need for skilled labor have increased their interest in the Program. Through their foundations, gifts, scholarships, and appropriations for equipment, much implementation of the Program has been made possible. Business, industry, and adult education *could* have much in common. An employed worker — and he must be trained to be employed — makes a greater consumer of goods, and this is profitable for business. Also a trained worker increases productivity in business and industry. This is also good for business.

THE CHANGING CONCEPT OF BASIC EDUCATION IS CHANGING THE CURRICULUM CONTENT OF ABE

During the earlier periods when the ABE Program was initiated — and perhaps as late as the 1960's — great emphasis was placed upon the 3-R's. Testimony after testimony, which has been cited as justification for the existence of the program, include such statements as: "I learned to write my name for the first time;" "I was able to write to my son in the army;" "I learned to read the

Bible for the first time;" or, "I was able to figure out my time – my wages due – for the first time." Although reading, writing, and computational skills are basically important, competence in these three do not necessarily mean that the adult is really able to function in a "world of work." This is to say that there are many other understandings and skills that are equally important as the 3-R's. Though still stressing the need for competencies in these three areas, many ABE systems in Alabama are broadening their horizons to include other content areas. They are concerned with such content areas as: (1) improved communications – how to convey and to receive ideas in an intelligent manner; (2) interpersonal relations – how to get along with "my boss" and my fellow workers on the job. Many individuals, though competent in the 3'R's, are without a job because they cannot get along with others on the job; (3) accepting the implied responsibilities that accompany my expressed rights as a citizen; (4) exercising my franchise as a citizen; (5) family planning and budgeting; and (6) developing knowledge and skills in the wise use of leisure time. The premise is simply this: "You may, or you may not, need to know the 3-R's to "make a living," but you need more than these in order to *live*. Hopefully, the ABE curriculum is headed in the direction of making its curriculum more relevant to functional living in an ever changing, more complex society.

THE EXPANSION OF KNOWLEDGE AND THE INCREASE IN TECHNOCRACY RESULT IN AN NUMBER OF ABE PUPILS

Is the Adult Basic Education Program here to stay: will it become an integral part of the total American school system; or is it merely one of those sporadic programs which like a falling meteor flares up brilliantly before finally burning itself out? Questions like these seem to beset both lay people and educators. The answers appear to be in the negative. Pupils in the ABE Program, even as pupils in public schools and higher education are on the increase. The cause for this rise in pupil population is quite obvious. Research, experimentation, and mass media have caused such an expansion in the field of knowledge that the unskilled find it all but impossible to even *make a decent living.* Thus, dislodged from his old job in his former environment he must seek training that will allow him to become employable again. Another factor which has impact upon the increase of ABE pupils is the increase of the number of enrollees in the elementary school which accelerates the number of high school graduates. This means that colleges and universities are flooded with more applications for

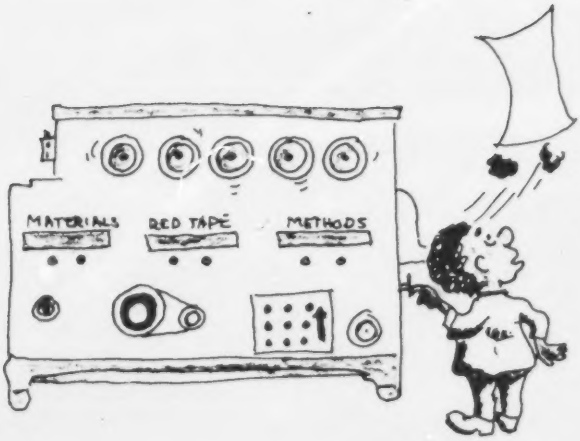
college entrance than ever before in the history of the nation. To offset this problem, many colleges and universities are raising their standards of admissions. This means that many thousands of individuals — though high school graduates — will not be able to enter college. These high school graduates will consume jobs that are available to persons with only a twelfth grade education. This condition puts the adult who dropped out of school at any early age in a great dilemma. Having less than a twelfth grade education he cannot compete even with the high school graduate who was unable to get into college. This may mean that the half-educated adult will have to enter the ABE Program and learn some skills that may result in his obtaining employment.

MEMBERSHIPS IN STATE AND PROFESSIONAL ORGANIZATIONS ARE ON THE INCREASE

Another trend indicating the growth and development of the ABE Program is the increased number of memberships in state professional organizations. Many states in the union have state professional organizations in adult basic education. ALAPCAE — the state organization for ABE teachers in Alabama — although organized only two years ago has a membership of 325 ABE teachers and personnel, and the number is on the increase. However, despite the increase in state and national professional memberships there appears to be much inertia in developing professional organizations at the local level. Hopefully the trend in the next decade will be in the establishment of local professional ABE organizations to undergird to programs and purposes of the state and national organizations. The doctors, dentists, lawyers, and businessmen have their local organizations. Public school teachers have their organizatios and ministers have their local alliances. Why not ABE teachers?

MORE INVOLVEMENT OF INSTITUTIONS OF HIGHER LEARNING IN THE PROGRAM

As the need increases for better trained personnel in the ABE Program there is evidence of increased interest and activity of colleges and universities in ABE. The development of graduate programs in the field; the teaching of formal courses; serving as consultants and leaders in in-service and pre-service are among the many contributions that higher education is making to the program. In the State of Alabama at least five institutions of higher learning are involved in the program.



ORGANIZATION AND OPERATION OF THE PROGRAM

CHAPTER IV

ORGANIZATION AND OPERATION OF THE PROGRAM

The novice developer of adult basic education programs is presented with many problems. (1) Since the undereducated are unemployed and migrate from city to city, and from residential area to residential area within the city, it is often difficult to establish reliable data relative to the nature and needs of the program, such as the number comprising the group and who should be in the program; (2) in far too many instances the undereducated are reluctant to give the "would-be recruiter" data which indicate that he is in need of the program; (3) the underemployed — apparently ashame of the small wages that he is earning — hesitates to make public an accurate account of his earning; (4) the apparent lack of public awareness of the need for the program, which makes fundings of the program difficult; and (5) the vast number of State and Federal poverty programs that involve adult education, which cause in many cases a duplication of effort in poverty programs. These and other problems seem to indicate a need for expertise in organizing and operating programs for the deprived and the undereducated.

ORGANIZATION OF THE PROGRAM

Identifying and Establishing Needs for the Program

The initial problem in establishing and developing a program in adult basic education appears to be that of identifying and establishing needs for the program. Many individuals and agencies, even in small communities, are almost totally unaware of the existence of illiteracy or poverty, or, they accept both as one of the necessary evils of society. Thus, several strategies may need to be utilized in identifying problems and establishing the need for the program. Some of the means of accomplishing these tasks are as follows:

1. Make community surveys to determine the extent of illiteracy in the area.

2. Review of the most recent national census on the problems of illiteracy and unemployment.

3. Conduct informal interviews and conferences with key people in the area.

4. Try to arrange formal conferences with influential community agencies; the Chamber of Commerce; the Kiwanis; the Lion's Club; Women's Federation of Clubs; and others.

Study and Observation of the Socio-Economic Conditions in the Community

A knowledge of the socio-economic conditions in the community will be of immense assistance to the organizer of a program like adult basic education. Data of these types, in many instances, help the ABE worker to assess the literacy level of the community. Apparently there is a high correlation between the socio-economic level and the level of literacy that is a given community. Low socio-economics is often reflected in low literacy levels. In studying the socio-economic conditions of the community the ABE worker should be seeking such data as:

1. The percentage of the population which is on public welfare.

2. The drop-out rates in the schools. (The drop-out rate may determine the literacy levels.)

3. The percentage of the population which is in on public welfare.

4. Information obtainable through personal contacts with individuals in the lower-income bracket.

5. Available statistics in the Office of Employment Security.

6. In-puts received from personnel in social work and Public Welfare.

7. Information that may be obtained from the local minister and the Ministerial Alliance.

Publicity: The Creation of Public Awareness

The lack of public awareness of the ABE Program is one of the most crucial problems confronting the ABE staff. Far too many people never have heard of the program, or if they had heard of the program, they did not realize its value. Paul Sheats has indicated that "half of the people in adult education do not know it by that name."( ) Thus it appears, and tragically so, that not only is there a lack of public awareness of those outside the field of adult basic education, but also many within the field are unaware of the program. It may be of value to note that one of the companies that dispenses soft drinks does more advertising than most of the other soft drink companies combined. They possibly dispense more soft drinks than all other soft drink companies combined. It has been alleged that if the company curtailed its advertising campaign, consumption of their goods by the public would drop by fifty percent. Thus the ABE staff needs to be more sensitive to the need of a more comprehensive program for the creation of public awareness. These, and other means could be used to advertise the purpose and the program:

1. The use of mass media: newspapers, radio, and T.V.

2. Utilization of basic community institutions — the church, school, etc.

3. Involvement of civic-minded groups.

4. Involvement of the deprived persons in the planning and operation of programs.

5. Face to face confrontations with the potential ABE pupil on a one-to-one basis.

6. Solicit the assistance of business and industry in publicizing the program.

7. Local, state, and national teacher organizations could be utilized.

8. Dramatize the need for the program — especially during election years and during political campaigns.

The lack of public awareness, in many instances, gives rise to the next concern, which is funding the program.

Funding the Program

It has been suggested in a previous section of this report that the funding of the program poses a serious problem for the ABE director and his staff. Far too often, funds for the program are provided only after other educational programs have been allotted their budgets. Thus, ABE appears to be the stepchild of education. This dilemma may be discouraging to both ABE staff and ABE students, who also are taxpayers for the education of others. Sources of funds may be such organizations as:

1. The local community
2. State agencies
3. Federal agencies
4. Business and industry
5. Private Foundations
6. Non-commercial volunteer groups

OPERATION OF THE PROGRAM

Coupled with the problem of program organization is the crucial task of program operation. The tasks to be performed in order to insure effective program operation are (1) Choosing and selecting the staff to promote the program; (2) developing criteria for the number and type of staff needed; (3) solving the internal problems that concern the program; and (4) setting the goals to be achieved as a result of the program.

The Choice and Selection of the ABE Staff

One of the most crucial tasks in the development and operation of the program is that of selection of staff. Not all certified teachers make desirable teachers, supervisors, or administrators for the ABE program. The ABE pupil being a mature individual; having had a vast amount of practical experience; having frequently experienced frustration and failure; having had many unpleasant experiences in school; possibly has a poor self-concept. The type of program suitable for the young will not suffice him. He is distinctly different as an adult and demands to be treated as such. His values and insights are usually different from those of the middle-class teacher. Thus, great care should be exercised in selecting personnel to work with the deprived adult learner. In selecting personnel for the program, criteria should be developed for personnel selection.

The Number and Type of Staff

The number of teachers for an ABE program will vary according to systems. However, recognizing the differences in the nature of adult learners and the difficulty in reaching the students individually, class size should be limited to between ten and fifteen pupils per class. The type of teacher needed has been suggested in a previous section of this report, but the type of teacher actually selected by the administration will be greatly determined by the criteria developed for the selection. An additional list of the characteristics of the effective ABE teacher may be of some assistance to the neophyte teacher — and the public school teacher, too, as to that matter — in developing a rationale for working with the adult deprived learner.

1. *Patience.* She is never in too big a hurry to help pupils with their problems. She seeks to *understand* those who find it difficult to explain; and she patiently *explains* to those who find it difficult to understand.

2. She is consistent in her behavior with her pupils.

3. She is conscious of their language deficiencies, but does not make an issue of it. She accepts them as they are.

4. She has an extensive reservior of "general knowledge" to cope with the vast number of experiences her pupils have accumulated throughout the years.

5. Her interest in her pupils and in her subject-matter is contagious. Her pupils are infected by her enthusiasm.

6. She has much competence in group dynamics and is an expert in human relations. She relates with people in a positive way.

7. She operates upon a philosophy that is based upon a fundamental and acceptable philosophy of Life and of Education, and these serve as guidelines to her behavior.

8. Though operating in somewhat of a matrix, her program is sufficiently flexible to recognize and meet the problems and needs of her pupils in many areas.

9. She expects nor demands no more consideration and

respect of her pupils than she herself is willing to give.

10. She is "down-to-earth" without being common; she is altruistic, without apparent attempts at sophistry.

11. She is real, realistic, and yet reasonable.

12. She has reasonable expections of her pupils and they meet her expectations.

The Supervisory Staff

The prime purpose of this Handbook is to provide some guidelines to the beginning ABE teacher and to serve as a source of quick reference for others interested in the program. However, time nor space will allow an indepth treatment of other personnel in the program. Consequently, quick references will be made to other personnel in the ABE program primarily for the purposes of acquainting the beginning ABE teacher with the position and with what to expect from persons in the position, and hopefully, what persons in the position may expect of the teacher.

What is the function and purpose of supervision? Coates and Luke state that:( )

> "The objective of supervision in adult education is to improve quality and effectiveness of classroom teaching. It is based upon the idea that no teacher is perfect and that good teachers desire to become better teachers."

Kimball Wiles supports Coates and Luke by stating "The basic function of supervision is to improve the learning situation for children."( ) Although the concept of Wiles seems to indicate that educational training is for children alone, the concept seems to be equally effective for supervision in adult education. In short, it seems that the real function and purpose of supervision in adult education is to *fructify* the teaching and learning process. Assuming the acceptance of this concept, supervision then, may be considered as a cooperative process in the teaching-learning experience in which both teacher and supervisor engage, and in which both interchange roles. This is to say that the skillful supervisor learns from the teacher, and teacher learns from the supervisor. Rather than portraying the role of the "boss," the supervisor serves as a co-worker; a leader; an advisor; and "friend at court" for the teacher.This concept of supervision tends to lend

a new connotation to the term supervision. Needless to say that the supervisor should possess the same or superior knowledges, skills, and competencies as those acquired by the teacher.

The Administrative Staff

The size and type of administrative staff will depend upon the size of the ABE school system, the nature and purposes of the Program, and the availability of adequate funds. In any case the function and purpose of the ABE administrator is, or rather should be, to coordinate the efforts of pupils, teachers, and the supervisor is that of *fructifying* the teaching-learning process,the purpose of the administrator is that of facilitating the teaching-learning process.

The Advisory Board

The effective ABE teacher realizes that she cannot be a "lone wolf" in the development and enhancement of the ABE Program. She soon realizes that the "name of the game" is involvement, total involvement of all segments of the community. And, although selection of the Advisory Committee may lie within the domain of her superior officers, the *utilization* of this committee depends upon the skill and ingenuity of the teacher. Hopefully, the members of the Advisory Committee will be composed of representatives of the lower economic classes who, through empirical experience, have functional knowledge of the problems besetting the undereducated. The effective ABE teacher will attempt to maintain close contact and explore, and — so to speak — exploit the knowledges, skills, and advice of this important group. Through the cooperation of this group, the teacher may do much to improve the program of public relations.

The Public Relations Staff

A very important segment of the ABE Program is the development of a Public Relations Staff. Business and industry are placing increasing emphasis upon the importance of positive public relations. The institutions of education would do well to emulate this fine example of business and industry.

Problems Confronting Effective Program Operation

Other problem areas with which the ABE teacher should be cognizant, although they may not come within her direct sphere of influence, are as follows:

1. Securing adequate facilities for program operation.

2. Establishing rapport between ABE staff and public school staff.

3. Securing information as to the availability of adequate supplies and/or equipment

4. Recruiting adequate and competent teachers

5. Succeeding in the recruitment of, and the retention of pupils (In this area the teacher will be more involved.).

6. Considering the problems of transportation, time schedule, etc., to meet the needs of ABE pupils.

The Setting of Goals

The pupil population of the public schools are likely to consider education as a process of preparation for future living. Adults, to the contrary, consider the educational process as preparation for living in the "here and now." Thus, the adult population — that is, adults in ABE classes — may be considered as the "now generation." They demand *immediancy* in the relevancy of educational training and effectiveness. Thus, the effective ABE teacher needs to come to grips with such crucial problems as:

1. The importance of short-range goals, that is seeing to it that each learning experience makes contributions towards this accomplishment.

2. The importance of short-range goals, that is seeing to it that each learning experience makes contributions towards this accomplishment.

3. Above all, the importance of pupil involvement in the goal-setting is an important consideration. This is to say that individuals who are to be affected by a decision should share in making the decision.

In the setting and development of goals and/or purposes, the ABE teacher needs to give serious consideration to such problems as the *contrast* in types and purposes of aims, viz.:

1. Altruistic aims — Aims that seem ideal, versus actual aims, those that are expected and accomplished.

2. Erudite aims or purposes — Aims which are submitted for the mere purpose of creating an impression, versus potent aims; those that could be, and should be achieved.

3. Linguistic purposes — Purposes that are stated in beautiful language as a matter of style — versus *behavioristic* purposes — that are actually expected to be achieved.

4. "Golden Fleece" purposes — Purposes which are based upon mere theory, and a quest for the ideal — versus practical and possible goals — ones which lie within the attainment of the undereducated adult.

CURRICULUM AND INSTRUCTION FOR THE ABE STUDENT

CHAPTER V

CURRICULUM AND INSTRUCTION

There have been many controversies over the nature and process of curriculum development and instruction. Possibly much of the controversy has stemmed from the fact that many educators and laymen, subscribing to different schools of philosophy and psychology, are likely to view curriculum and instruction in different ways. The idealist is likely to view the curriculum and its content in a different manner than that of his counterpart — the pragmatist; and the psychologists that adhere to theories of "faculty psychology (and there are still some around) are likley to view the teaching-learning process in a different light than the Gestaltist, or the Behaviorist. Curriculum and instruction are terms that are so closely related that it is difficult to discuss one without considering the other. However, for the sake of simplicity a brief discussion of each will be attempted.

CURRICULUM DEVELOPMENT IN ABE

The term curriculum means many things to many people. To some people the term merely means those textbooks that have been selected by the departmental head for study and use in the classroom; to others, curriculum is considered as the course for study; to others the term means those learning experiences that are provided for the pupil under the direction of the school; still to others the term means those learning experiences that are provided the learner whether within the school or outside the school. Smith, Stanley, and Shores ( ) define the term as "a sequence of potential experiences set up in the school for the purpose of discipling children and youth in group ways of thinking and acting. "Since the ABE student is likely to be an adult having had many experiences *outside* the school — if not within the school — curriculum in this report will be considered as the total experiences to which the learner has been exposed, whether within the school or outside the school; whether provided by the school or provided by other institutions of society. Thus the total experiences that have been provided the learner in his environment constitute his curriculum.

Contrast in the Terms Curriculum and Courses of Study.

It seems important to call attention to some of the terms that are indiscriminately used in discussing curriculum. Many teachers use the terms curriculum and course of study interchangeably. J. Minor Gwynn, in stressing the importance of the differentiation, states that whereas the curriculum may be defined as all the experiences which the pupils have under the school, it includes both curricula and extra-curricula activities. (10) Conversely, course of study may be defined as that part of the curriculum which is organized for classroom use.

Who Should be Involved in Curriculum Development?

In a previous section of this report it was suggested that the ABE personnel seek to involve as many people and agencies in the program as possible. The same suggestion is made for curriculum development. Involve all people concerned:

1. The pupils who are enrolled in the program
2. The ABE teachers in the program
3. Supervisors and administrators of the program
4. The ABE Advisory Committee
5. State Department of Education Staff
6. Other community agencies

Successive Steps to Take or Consider in Curriculum Development

1. The initial step to be taken by the effective curriculum worker would be the development of an acceptable philosophy of life and of education. If the philosophy is based upon *operational* beliefs rather than mere *expressional* beliefs, there is likely to be more consistency in the developmental process. This is to say that *we do what we believe* rather than what *we say we believe.*

2. *Establishing the purpose and setting the goals.* The second step should involve selection of the purposes and goals of the pupils in the program. Needless to say that the purposes should be outgrowths of the philosophy. In the philosophy we attempt to set forth our fundamental beliefs. In the purposes we attempt to state what action we need to take or what goals we need to reach to fulfill these beliefs. In addition to the philosophy of education other factors will serve as determinants of the purpose and goals:

a. The people for which the program is designed
b. The situation in which the program is to operate
c. The resource available in the community—personal, physical, professional
d. The interests and needs of society

e. The interests and needs of the learner
f. Recent trends in the field of education
g. The rapid expansion of knowledge and technocracy
h. The rapidly developing concepts of democratic ideals
i. The changing concept of the term "universal education."
j. The experiences and capabilities of the ABE staff.

3. Since the purposes evolved from the philosophy, it seems that the next sequential step in the developmental process would be that of selecting the content that will insure fulfilment of the stated purposes. If the content is to be effective in its function it must be based upon the interests and needs of the pupils as set forth in the purposes.

4. The fourth step would be the selection of adequate and suitable methods to present the content selected in the teaching-learning process. The efficient ABE teacher will be ever mindful of the fact that materials and methods that are suitable for children may be grossly unsuitable for adult learners.

5. The fifth and final step in the task of curriculum development is that of evaluating the program. The process of curriculum construction is one of evolution. If the purposes of the program have evolved from the basic philosophy; if the content emerged from the stated purposes; and if methods and materials have been selected in view of the content selected for study, the process of evaluation would seemingly be relatively easy. This is to say that if the purposes of the program have been clearly, concisely, stated in simple behavioristic terms, it should be quite easy to determine to what extent, if any, purposes have been achieved.

Others Factors That Should be Considered by the Curriculum Worker

1. The "universals" those experiences needed by all learners as contrasted with "specialties"—those experiences needed by a mere segment of society.

2. The locality in which the program will be administered.

3. The nature and potential of the pupils

4. The personality and capability of the instructional staff

5. The type of civic and academic leadership that is evidenced and available in the community.

6. The customs, mores, and traditions of the community in which the program will operate.

7. The extent to which the ABE personnel will be able to marshall the various talents and forces of the community and develop "linkages" for cooperative community action in the program.

8. The extent to which the ABE staff can develop and exercise involvement of the total community in the development of the program.

9. The extent, if any, state, federal, and private agencies are involved in the program.

10. To what extent, if any, there appears to be "public awareness" of the ABE program.

Some Guiding Principles in Curriculum Development

Gwynn (10) has stated that each person involved in *curriculum construction has to solve his own problems.* This is to say that any expertise in curriculum construction must result from the experiences of the individual actually engaged in the process. "We learn to do by doing" is a truism here. Nevertheless, a few guiding principles in curriculum construction may be of some assistance to the ABE teacher in approaching her task in the area:

1. Subject-matter should be based upon the experiences and abilities of the learner.

2. Differentiations should be made between objectives, purposes, and aims, as opposed to "*outcomes*" and "*results.*" The objectives, purposes and aims merely set forth what we *propose* to do. Whereas, outcomes and/or results indicate *what we actually did.*

3. In curriculum construction knowledge of the pupil, his experiences, and his environment are just as important as knowledge of subject-matter.

4. In the teaching-learning process there are priorities of needs. In most instances physical or physiological needs supercede psychological needs.

5. The adult learner—at the beginning of the course at least—is likely to understand and accept needs that are based upon concrete situations rather than upon those that are abstract.

6. In curriculum construction, the curriculum worker cannot proceed any faster than the group for which the program was designed.

7. The curriculum scope, sequence, and design should be based upon the experiences of the group as well as their needs.

8. Adult learners are likely to be more interested in short-range goals that appear to be within the range of their potential.

9. Curriculum and instruction, rather than being separate entities, are terms that are so interrelated that it is all but impossible to consider one without the other.

10. Pressure groups have great impacts upon curriculum content and design.

11. Curriculum construction is—or rather should be—an evolutionary rather than a revolutionary process.

12. Elements such as philosophical beliefs, psychological concepts, social stratification, economic status, academic potential, and the power structure are likely to be dominant factors in either limiting or enhancing curriculum development.

INSTRUCTION AND THE TEACHING-LEARNING PROCESS

What knowledges, skills, and behaviors *ought* to be learned appear to lie within the domain of philosophy. Determining *how* these three can best be learned seem to lie within the domain of educational psychology. But, as had been previously suggested, the *what*—that is to be learned—greatly determine the *how* it is to be learned. Several schools of thought have given rise to controversies on how pupils learn.

The Adult As a Learner

Despite the theory stated by some psychologists that the terminal point for learning is approximately 21 years of age. It has been cited again and again that adults can, will, and do learn. Naturally mental activity grows slower with increased age; the same conditions hold true in the case of physical activity. However, slowness in the performance of mental operations does not necessarily indicate mental retardation. The slowness in performances may be due to a desire to be more accurate, neat, or meticulous in their work; Frank Riessman (14) supports this theory by stating:

> . . .Most disadvantaged children are relatively slow in performance of intellectual tasks. This slowness is an important feature of their mental style and it needs to be evaluated. In considering the question of slowness of the deprived child, we would do well to recognize that in our culture there has been far too much emphasis on speed. We reward speed. We think of the fast child as the smart child and the slow child as the dull child (I think that this is a basically false idea) . . . I think that there are many weaknesses in speed and many strengths in slowness.

In another statement Riessman (14) indicates that *low expectations* of the teacher for the apparent dull learner serves as a type of fulfilling prophecy. If the teacher acts toward these learners as if they were dull, the pupils will frequently come to function this way.

The Instructional Method

Reference has been made of the importance of differentiating between the methods used in teaching the young (pedagogy) and in teaching adults (andragogy). The effective ABE teacher will attempt to make herself the master of many methods. And, the methods will be suitable to the characteristics and experiences of her pupils. The methods of instruction should be based upon the previous experiences of her pupils. This theory however, is equally true when teaching the young pupils in the public schools.

Realizing that the adult learner performs mental tasks slower than the young learner; recognizing the fact that he deals with the concrete more effectively than with the abstract; and realizing, too, that his language patterns are likely to be different from those of the middle-class, the ABE teacher would do well to exert extreme patience in working with adult learners as they engage in the teaching-learning process.

METHODS AND MATERIALS
NEEDED IN THE ABE PROGRAM

CHAPTER VI

METHODS AND MATERIALS NEEDED IN THE ADULT BASIC EDUCATION PROGRAM

Group learning situations require many and varied teaching methods, technique of instruction, as well as suitable material for adults. The teacher of adults should make herself the master of many methods and techniques. Each teacher should realize that a method that has worked for someone else may or may not be applicable in his situation. The methods or material should be applicable to the situation and flexible enough to change as the situation changes. When adults come together as voluntary groups, formal classes or in an informal setting, the following methods may be used: demonstrations; lectures; problem-solving, role-playing, conversation, and individualized instruction. It should be realized that each method has its advantages or disadvantages.

VARIOUS TEACHING METHODS THAT MAY BE UTILIZED

1. Class Discussion

   Clarification, social interchange, and freedom are typical features of this method. In this situation, questions responses, and ideas will freely flow from teacher to pupil, from pupil to teacher, and also from pupil to pupil. As a result of this arrangement, more class participation will exist and more learning will be experienced. The discussion may take on a variety of types. They are:

A. The lecture forum: In this procedure a lecture is followed by a question and answer period.

B. The symposium: In this procedure a lecture or more persons with different points of view discuss a many-sided question. Afterwards, there is audience participation.

C. The panel discussion: This procedure is similar to the symposium, but is less formal. In it, people of different backgrounds present their views on a question.

D. The debate forum: In this procedure one speaker argues for another against an issue.

E. Forum dialogue: This is a form of discussion in which two people carry on an informal conversation, which they may or may not have opposing views.

F. Movie forum: The movie is substituted for a speaker. A carefully selected film should be projected and its presentation should be followed by a period of class discussion.

G. Group interview: This procedure is characterized by an inquiring reporter who asks pertinent questions on a chosen topic to members of the group.

Demonstrations

A show and tell process. In the demonstration, the teacher knows before hand what is going to happen, and merely uses the process in order to allow the class to share her previous experiences. The demonstration should involve those experiences that are most meaningful to the adult learner. Demonstrations that are centered around problems of every day living are likely to be more satisfying to adults than those that are based upon mere abstractions.

Problem-Solving

This method entails experience in solving problems, processes, utilization of materials, and critical thinking. Learning experiences based upon the problem-solving methods should be centered around day-by-day, "down-to-earth," experiences that are meaningful to the adult learner. The problem may be any situation which presents a difficulty to the student. It may take the form of a decision to be made, a question to be answered or a choice among different ways of performing an act. Several steps should be involved in problem-solving. They are: (a) recognizing and defining the problem. (b) gathering and analyzing the data. (c) forming and testing a solution and measuring its success of failure.

Lecture

Lectures are best noted for their authoritative presentation, explanation, and listening. The lecture method is perhaps the most widely used method of teaching in formal situations. This method may be the least effective method used to enhance the learning process for adults, since they appear to learn best through participation. It is suggested that one try some of the following in communication with the lecture method:

A. Questions and answer periods during the lecture.
B. Group discussion about student experiences.
C. Demonstrations to awaken and maintain interest.
D. Illustration through the use of actual cases and visual aids.

Role Playing

In this method, the director or teacher sets the stage by developing the setting for the problem, supervising the selection of individuals to serve in different roles. This plan requires no rehearsal. The role players use their own imagination, ingenuities, and experimental backgrounds in acting out the assigned roles. This method is particularly effective in that it allows different individuals to appreciate what it means to be placed in a role that is far different from their own.

Conversation

Through the use of the conversation method, the instructor can do much to enlarge the vocabulary and improve the communication skills of the deprived learner. Such a method would be more successful if the instructor begin the conversation in an informal manner on selected topics for discussion that lay within the experiences of the learner.

Individualized Instruction

This form of instruction involves teaching machines, and books, which according to Cram, have three common characteristics:

Permits the student to work individually

Presents information to the student and his responses, receive immediate feedback that reinforces accurate learning, and

Allows the student to learn at his own optimum speed.

With programmed instruction the student can function at his own ability level and can move at his own pace. They can absorb certain types of information by themselves and learn more class time for other important learning. This method of instruction, like all others, does have drawbacks. It is relatively high cost, especially of machines, and difficulty in developing good programs to fit the needs of the learner. Sometimes teachers cannot find ways to intergrate programmed instruction with the total program. There is, of course, no social interactions in such a program. In the final analysis, technological aids will forever be only tools without a sense of direction or value system of the teacher. They should forever realize that they should continue to play the vital role in the teaching-learning process.

MATERIALS SUITABLE FOR ADULTS

I. Types of Materials

A. Printed materials

There is an enormous amount of printed material available for teaching adults. Care, however, should be taken when one selects such material, since all adults needs are not the same and cannot be met with the same kind of materials. The broad array of printed materials encountered today could be roughly classified in the following types:

1. Books, both hard cover and paperbacks
2. Booklets, pamphlets and memos from agencies, municipalities, state and federal governments, school districts and armed services.
3. Conventional newspapers, especially those written with high interest and low difficulty.
4. Dictionaries, encyclopedias and other reference materials.
5. Magazines and catalogs.
6. Self-pacing instructional kits (those that will allow the student to progress at his desired rate of speed.)
7. Applications and catalogs from various schools, employment agencies.

B. Teacher-made materials

Perhaps no materials available are really suited to the individual needs, interests and backgrounds of the adults in a particular ABE program. It may be necessary for the teacher to prepare his own materials in accordance with

the situations he finds existing among his students. The following should be carefully considered in preparing materials:

1. Examine your purpose — decide whether you want to devise a basis text or supplementary exercises.
2. Keep in mind the purposes of the students for whom you are preparing the materials and their abilities to comprehend.
3. Build on the interests of your students.
4. Maintain informal style.
5. Keep sentences and paragraphs short and free of extreme difficulty.
6. Use good paper and proper type.

Suggested List of Home-made or Teacher-made Materials:

1. Paragraphs, short stories and plays about particular situations written by the teacher, or experience stories dictated by individual students and typed by the teacher.
2. Flash cards containing vocabulary words, short sentences, simple arithmetic problems, etc.
3. Flat pictures for opaque projection or bulletin-board displays.
4. Transparencies.
5. Charts on different subjects.

C. **Audio-Visual Materials**

Audio-visual aids give the teacher opportunities to vary his techniques. Variety of approach is one way of keeping interest high among students who are easily bored by traditional learning exercises. However, if learning is to take place from the use of audio-visuals, the following must be a part of the learning process:

1. The teacher must prepare the students for what they are about to see.
2. He must follow-up the demonstration with an explanation of points not understood.
3. He must place new vocabulary words on the chalk board for all students to see, understand and remember.
4. He must always preview the audio-visual before showing it to students.

The following types of equipment are needed to properly present learning aids produced locally and acquired commercially:

1. Opaque projector
2. Overhead projector
3. Filmstrip and slide projector
4. 8 mm and 16 mm motion picture projectors
5. Cameras
6. Tape recorders
7. Controlled reader
8. Other machines (if funds are available)

D. Free Materials

1. Simple reading books, films, etc., from local public library.
2. Change of address cards, money-order application blanks, copies of pamphlets on postal rules and regulations, and postage rates for letters from local post office.
3. Telegraph forms and suggestions for messages for many occasions from local Western Union Office.
4. Deposit and withdrawal slips, blank checks, calendars and pamphlets on banking from local bank.

II. Use of Materials

A wide variety of printed, teacher-made, audio-visual and free materials is an asset to any teacher in adult basic education. Programmed instruction, worktexts, and all other devices that seem to make the job of the teacher easier are unique items that all teachers admire and are proud to have. However, it must be remembered that none of these materials can serve as a substitute for the main learning device in the adult education program — the teacher. The success of the students' comprehension of the materials depends on how well the teacher does his job in setting the stage for learning in using them.

The good teacher is familiar with many types of materials and makes himself thoroughly aware of their special uses. He plans their use in such a way as to exploit their unique qualities. The following is a list of criteria that the teacher should use in identifying appropriate instructional aids for adult basic education programs:

1. The interest level of the printed material should appeal to the persons being taught and should be oriented to the present.
2. Materials should be free of marks labeling or identifying them at any particular grade level.
3. The physical appearance of the materials, both outside and inside, should be inviting to adults.
4. Materials in books should be arranged in such a manner as to conform to good principles of teaching; including illustrations, reviews and repetition.
5. Adult education is very much concerned with the changing of attitudes and standards of the adult learners, therefore, materials must be selected to enhance moral values.

CHECK LIST FOR TEACHERS USING MATERIALS

1. Was consideration given to the background of the adult who is to use the material?
2. Were the purposes for which the material used identified?
3. Did the materials encourage individual reading, speaking, writing, and other study?
4. Did the materials raise self-esteem and help the learner gain insight into his self image?
5. Were the materials and learning activities on the adult interest level?
6. Was the language in adult tone?
7. Were sentences written in the familiar vernacular?
8. Did the programmed materials have built-in reasoning and evaluating devices to help the learner and teacher determine progress?
9. Were the directions simple and clear so that the learner could follow them with little difficulty?
10. Did the materials depict actual life situation, such as: food, property, job, voting, civics, safety, social security, housing, homecraft, financing, and activities which make day-to-day living more meaningful?

CHECK LIST FOR STUDENTS

1. Is the material suitable in aiding me in finding a job or getting a better job?
2. Do I consider the reading material interesting or dull?
3. Are there sufficient materials available for me to select

something I am interested in reading about?

4. Do these materials deal with actual life situations that will help me in providing food, clothing and shelter for my family?
5. Are the materials available to me when I need them?

RECRUITMENT, RETENTION, AND ACCOUNTABILITY (MANAGEMENT)

CHAPTER VII

RECRUITMENT, RETENTION, AND ACCOUNTABILITY (MANAGEMENT IN ADULT BASIC EDUCATION)

RECRUITMENT

One of the crucial tasks that confronts the ABE teacher is that of recruitment of students. The ABE student, having passed the compulsory school age, and having had disappointing experiences in the school as a former pupil, is more than reluctant to return to the classroom.

The Importance of Recruitment

The importance of recruitment should be quite obvious. Unless there is a sufficient number of pupils in a given class, it will be logically impossible to maintain the class. The average ABE teacher attempts to enroll at least fifteen pupils in a class. With this number of students she may expect an average attendance rate of approximately ten pupils per class session. Recruitment of students for the program is important because the ABE Program, like other educational programs, is funded on the basis of the number of students enrolled. The task of recruitment of students is one of such magnitude and importance that the teacher should not depend upon her own efforts alone. Many types of personnel and agencies should be engaged in the task.

The Problems Affecting Recruitment

The ABE teacher should acquaint herself with the many problems that appear to affect the job of recruiting students. Acquaintance with these problems will help the teacher to avoid many disappointments when the ABE class is initiated and a great number of pupils are not presently eager to be taught. A few of the problems that curtail the task of recruitment are:

1. The pupil, having had a history of repeated in school before, may not relish returning to the classroom and repeating the experience.

2. Many of the pupils—who did not drop out when he did—have either graduated, been advanced in grades. or further still, may have completed college and have lucrative jobs. This tends to discourage him from trying again.

3. Since the school and society seem to look upon him as a failure, he attempts to fulfill their prophecies and expectations. He may try to show the school and society what a dismal failure he really can be — once he sets his mind to it.

4. Being the victim of a restricted language, he is conscious and sensitive about his inability to express himself or to understand the language usage of the middle-class—that is prevalently used in school.

5. He has a negative image of the teacher. To him, she represents the establishment, and in order to maintain his status with his peers he has to be against the establishment and what it stands for.

6. Being retarded in academics and advanced in age, he feels much chagrin in returning to the classroom and studying "the stuff that little kids study in school."

7. School records have listed him as being dumb; the inability to get a good job has indicated that he is dumb; therefore, he has accepted the verdict of society that he really is dumb. So, why waste time trying to go to school again?

The remedies or the solutions to the above-mentioned problems will depend upon the teacher—her skill and finesse in working with people; upon the characteristics and experiences of the pupil involved; and upon the amount of supplementary assistance the teacher may be able to develop within the community.

Suggested Methods of Recruitment

It is impossible to suggest any specific method that will be effective with all individuals operating under all or any circumstances. Methods that may be quite effective with one individual in a given situation may be a gross failure when attempted by a different individual in a different circumstance. This is to say that different individuals manifest varying degrees of effectiveness in

working with different methods. A few methods that may be effective in recruitment are:

1. Mass media such as the radio, T.V., and telephone

2. Newspapers, letters, postal cards, and brochures of the program

Some consideration should be given to the disadvantages of the use of mass media in recruiting students. If the message of recruitment is in written form, the illiterate, or semi-illiterate, may be placed at a decided disadvantage. And, he is unlikely to appeal to someone to read it to him—thus exposing his inability to read. Unless, that is, he uses the old standard ruse or excuse that he "lost his glasses." Also, mass media, even when conveyed orally, is unlikely to "get through" to the undereducated who are unaccustomed to that type of "uppity talk" found in the ranks of the middle-class.

3. Public Service Agencies may be used to advantage. Among these are such agencies as:

   a. Public Welfare
   b. Employment Security
   c. VISTA
   d. OEO
   e. MDTA
   f. Public Health Agencies
   g. CAP

4. Private Non-profit Agencies, viz:

   a. Rotary Clubs
   b. The Chamber of Commerce
   c. The Junior Chamber of Commerce
   d. The Women's Federation of Clubs
   e. Religious Organizations
   f. Fraternal Orders
   g. The Jaycettes

5. Business and Industry

6. Personal Contacts by ABE teacher with potential ABE students. This is probably the most effective instrument

that is used in recruitment. Personal interest in the problems of the undereducated pays big dividends.

7. ABE students who have succeeded, or are succeeding in the program, are an excellent source and instrument for recruitment. They know many of their peers who are in need of the program, and they can *relate* to them in a manner that is more effective than that of the teacher or personnel.

Other Methods of Recruitment That Have Been Tested and Tried

1. Personal contacts by a friend, family member, or an employer
2. Use of students currently enrolled in the class
3. "Spot announcements" by radio or T.V.
4. Assistance from trainees who have completed course in ABE, and as a result of this have obtained better jobs or increases in salary.
5. Attitudes, personality and instructional behavior of the ABE teacher may have great impact upon the program of recruitment.
6. Improvement of the emotional, social, and physical climate of the classroom.

RETENTION

As is quite evident in the case of business and industry, the organization may be superbly structured; officials at the top level may have been finely screened; the tools and equipment may be of the highest type in terms of quantity and quality; the salaries of the employees—in comparison with salaries of similar employees—may be above-average, but, if these are the only variables that are evident in the program, there is little likelihood in the increase in production of goods by the employees. Similarly, in the area of adult basic education, despite the professional qualifications of the personnel; despite the type of equipment provided; despite the innovativeness of program design; or the apparent creative ability of the instructional staff, unless the program evidences human relations; coordination of efforts between concerned groups, concern for the pupils and their problems; considerations of the

worth and dignity of each individual; evidences of *empathy* on the part of the teacher and all others concerned; there is little promise of pupil retention. Recruitment is an important task. But the task of retaining the pupils within the program—once they have enrolled—is equally important. And, in this task, the teacher is the key. Whether the pupils remain or leave after enrollment depends in many cases upon the skill of the teacher.

Factors That Tend To Increase Retention of Pupils

1. The classroom environment—The classroom environment should be physically, psychologically, and socially conducive to teaching and learning.

2. Attitudes of the teacher—There should be evidence of wholesome pupil-teacher relationships.

3. The instructional methods—These methods should be geared to the interest and needs of the pupils, based upon their previous experiences.

4. Pupil involvement in the program—Pupils should be involved in the decision-making process.

5. Methods and materials—These should be based upon purposes and contents of the course.

6. Interests, patience and skills of the teacher—All of these are very necessary.

7. Types of facilities available—Facilities should be suitable for adults.

Factors That Tend to Decrease Retention of Students

The following factors—when conspicious by their presence—appear to hinder the effectiveness of pupil retention in the program.

They are:

1. Imcompetent teachers—Those unfamiliar with the ABE Program.

2. Disinterested teachers—Those that are merely "moon-lighting."

3. Programs that for one reason or another are poorly organized and poorly operated.

4. The use of materials that are inadequate and irrevelant.

5. The lack of "holding power" on the part of both program and teacher.

6. The lack of "empathy" on the part of the teacher.

7. And, in addition to these factors, the neophyte ABE teacher is advised to read and review, in detail, a subsequent section of this report "the characteristics of the ABE teacher."

Recruitment and retention are two tasks that are so interdependent, so interrelated, and so interactive, as to almost defy identification as separate and distinct entities. Recruitment, without its essential component, *retention*, is ineffective. And, *retention* without *recruitment*, the process of enrolling pupils in the ABE classes, is *impossible*. This is but to say that the matrix or rationale for the development of the ABE Program is in the area of pupil recruitment, retention, and instruction, and all these lie within the domain of the teacher.

It is not the intent of this report to decry the deficiencies of the public schools, or, even those deficiencies in the area of "higher education — the U.S. Census of 1960 has performed this task in a manner that seems impossible to duplicate. The data, as submitted by the U.S. Office of Health and Welfare (HEW) and supported by countless research, seem to indicate that public, and universal education, in an American democracy has totally failed the masses (those in the lower-economic bracket). Rather, the school has subscribed to the fulfillment of those needs in the middle-income bracket which serves a mere segment of an American democratic society. Suffice it to say that the ABE Program, being aware of these deficiencies and needs, must become aware of means for their alleviation. Thus, as in the case of business and industry; as in the case of private enterprise; and as should be the case of the public schools, and institutions of higher learning; the ABE Program and its operation should be held to strict accountability for the services that it provides to the constituents or pupils that engage in the program.

ACCOUNTABILITY (MANAGEMENT) OF THE ABE PROGRAM

Accountability (management) in education is receiving increased emphasis in education. There appears to be a consistent complaint on the part of the business and industry, apparently

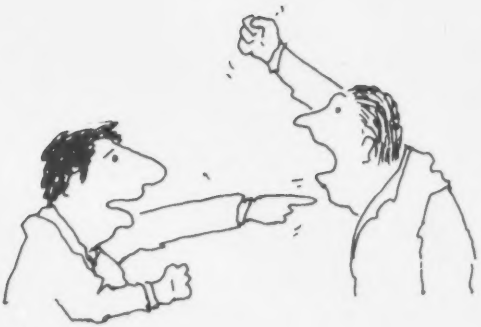
augumented by parents and the public in general—that the school systems are not fulfilling their functions of educating pupils to effectively live—as distinguished from *merely making a living*—in a democratic society. This dilemma has led to proposal that public schools—thus far—have a need to, but are not impelled to, follow this mandate. However, the teacher in the ABE Program not only needs to, but *has* to evidence the factor of accountability if she is to succeed in the development of an effective ABE Program. The typical ABE student needs this, and can demand the accountability.

The Lack of Accountability in Education

Frequently, consumers of goods and equipment are requested by the producers of the goods to return the products for alteration of the defects or even the exchange of the goods. Sometimes companies deem it necessary to recall—for alterations—certain series of the automobiles that they manufacture. Also, food producing agencies at times deem it necessary to recall certain processed foods that they fear to be contaminated. This type of accountability evidenced by business and industry does much to help the public to develop and keep faith in the business agencies and their products. This practice of business and industry in holding themselves accountable to the public and the demands that the public is making upon its schools. The question is often asked: "Why should not the schools be held accountable for the fact that "Johnny can't read?" Fact is, some agencies have engaged in contractual relations with some boards of education, wherein the agencies guarantee that the child will make progress, or no fee for the learning experience is charged. Although this proposal has its advantages and disadvantages, it has at least called public attention to learning deficiencies in the public schools and the apparent lack of accountability — on the part of schools — for this deficiency. The ABE teacher is not confronted with this problem or even the criticisms that stem from the problem. ABE teachers know that unless the adult learner is making discernable progress, he is very unlikely to continue enrollment in the class. However, there are tasks outside the classroom in which the ABE teacher might engage that would greatly enhance the teaching-learning process while at the same time stimulating recruitment and retention. Along with acquainting the ABE learner with the services provided by certain agencies, the ABE teacher could and should act as a liaison person to assure that the learner actually receives the

service. Realizing that in many cases the disadvantaged learner is shy, has a poor self-image, and feels insecure in approaching service agencies for assistance, the ABE teacher, knowing the personnel of the service agency (that is if she knows her job), will contact the agency in advance and attempt to make appointments for the adult in her class needing assistance. Some of the personnel in-service agencies may have improper attitudes toward the deprived and these attitudes tend to make the deprived reluctant to seek their assistance. Thus, an interested ABE teacher could probably be more successful in getting the "ear" and the attention of the service agency for pupils in her class needing help. And, as has been mentioned previously, the teacher should utilize cooperative effort in assisting her pupils as much as possible.

When the word gets around—as it certainly will, if this is done—that "we have an ABE teacher who is interested, not only in developing our ability to read, write, and "figger" (sic), but she is interested in helping us to solve many of our problems that occur outside the classroom." Problems confronting the pupil outside the classroom are very likely to affect his performance in attempting to solve problems within the classroom. This is to say that the pupils do not come to school alone. They bring with them their experiences; their hopes and fears; their loves and their hates; and their physical and their psychological needs. The teacher with expertise will be concerned with these problems as much as she will be with mere academic problems.



THE IMPORTANCE OF INTER-PERSONAL RELATIONS IN ABE

CHAPTER VIII

THE IMPORTANCE OF INTER-PERSONAL RELATIONS IN ABE

Individuals are not born with bad manners or dispositions. They learn them and develop them. The converse is true. Individuals are not born with pleasing manners and dispositions. They learn them and learn to develop them. Blair, Jones and Meyers (3) state that killing is not the nature of cats who are raised in an environment with mice, in which they have not seen cats kill mice, but are actually friendly with the mice. The ABE teacher may have been told that the deprived learner, adolescent and adult are hostile; ill-mannered; aggressive; belligerent, etc. If these individuals seem to fit this description, it is possible that they too learned it from their experiences with others both inside and outside their immediate environment. One has to *learn* to dislike people. The converse is also true in this case. The ABE teacher is likely to be confronted with many problems in working with adult learners in the ABE program but few will be crucial as the problem of interpersonal relations. The deprived adult — in many cases having been the victim of unpleasant experiences — rejects the middle-class and all they seem to stand for. This also includes the ABE teacher for by them she, too, is thought of as the establishment. Unless these barriers between the deprived and the affluent can be broken down, the ABE program will be beset with many problems.

The Importance of Human (Interpersonal) Relations

When one considers the strife existing between and among various groups, the need and importance of human relations seem quite evident. Many incidents lend reinforcement to this statement: strife between different families and even within families; the inability of employer and employee to settle without violence or strike; controversies between religious groups; controversies between ethnic groups; and other incidents too numerous to mention. All of these conditions emphasize the need and importance of human relations. And, it is within this area that the ABE teacher may find her gravest problem and most crucial challenge.

How to Develop and Maintain Interpersonal Relations

Development of interpersonal relations is a skill that depends upon the "know-how" and the personality of the individual, however, the following may be of some assistance to the one who would like to engage in the process:

1. Gain a functional knowledge of the population to be served.

2. Gain a functional knowledge of the environment in which you will be working.

3. Learn to know more about the "target population" with which you will work.

4. Learn as much as possible about the agencies that can be utilized in the program.

5. Develop the philosophy that is used so successfully in business and industry: "The customer is always right."

6. Learn to make your relationships with others *horizontal* rather than vertical. This is to say: "Don't try to 'talk down to people."

7. Try to find something worthy of praise in a person and tell him so.

8. Remember that the person that has security does not have to exhibit his authority or superiority.

9. Learn to like people and let them know that you do.

10. Learn to listen to people. They want someone to talk with.

In the area of human relations, it is important to maintain positive and desirable relationships with all individuals within the program and those outside the program. Naturally the teacher will attempt to develop positive relationships with her superiors — her director, her supervisor, etc. But, it is equally important to maintain wholesome relationships with the members of her class. Learn to know their names. Learn to know their families; their problems; their pet peeves and their likes. Learn to let them know you as a genuine, friendly person who has an inherent interest in

them. Learn to develop a positive image of self and help them to do so.

Guidelines for Developing Desirable Human Relations

1. Familiarize yourself with the problems of your learners — make this the heart and core of your course content.

2. Teach them to say "please", "thank you" etc. by doing this yourself.

3. Watch your non-verbal expressions. They may be unable to read books, but they are experts on reading non-verbal expressions.

4. Learn to communicate with them. Learn their language or dialect. If they find it difficult to ascend to your level of linguistic expressions, then you feel free to descend to their level of communication.

5. Be consistent in your attitudes and behaviors. And try to keep these positive.

6. Utilize "empathy" not sympathy. They do not want your pity.

7. Avoid such terminologies as "you-all"; "you people"; "they"; them; and "those."

8. Involve your pupils and public as much as possible in program.

9. Don't be ashamed or afraid to allow them to assume leadership in the class when you chance upon something that they know more about than you, the teacher.

10. Don't be afraid to say "I don't know." Having had much experience with many things that you haven't, they will find out anyway if you are a phony.

11. Try to develop and maintain (at all times) a sense of humor.

12. Base your expectations of pupil achievement upon objective data of their own potential.

13. Be ever mindful of the fact that academic leadership in the ABE classroom is an ever-shifting factor and a two-way street. Classroom leadership should shift from teacher to pupil, and vice versa.

14. Learn to use praise more frequently than blame. They will appreciate it.

THE TEN COMMANDMENTS OF HUMAN RELATIONS

I. Thou shalt love people, not just use them.
The greatest thing in the world is a person.
The greatest thing about a person is his motive.
The greatest motive is love.

II. Thou shalt develop thy understanding.
If every man's care were written on his brow,
How many would our pity share, who bear our envy now?

III. Thou shalt compliment more than criticize.
You had better cover your neighbor's fault,
With a cloak of charity.
You may need a circus tent to cover your own.

IV. Thou shalt not get angry.
If you are right you don't need to.
If you are wrong you can't afford to.

V. Thou shalt not argue.
It's no use to win the argument and lose the people
Beware of the attitude which says:
"In matters controversial, my attitude is fine;
I always see two points of view
The one that's wrong, and mine.

VI. Thou shalt be kind.
You had better be kind to people you meet on the way up: they are the same ones you meet on the way down. It's nice to be important, but it's Important to be nice.

VII. Thou shalt have a sense of humor.
A sense of humor is to man what springs are to

A wagon; it saves him a lot of jolts.

VIII. Thou shalt smile.
No man is fully dressed until he has a smile on His face.
"Powder your face with sunshine,
Put on a great big smile;
Make up your face with laughter
Folks will be laughing with you in a little while.
Whistle a tune of gladness,
Gloom never was worthwhile;
The future is brighter when hearts are lighter,
So smile, smile, smile.

IX. Thou shalt practice what thou preachest.
One example is worth one thousand arguments.

X. Thou shalt go to school to the Headmaster of the Universe, the Master of Man, the Secretary of Human Relations — Namely, Jesus Christ. He is the Greatest Leader of Man the World has ever known.

THE TEN DEMANDMENTS OF ADULT EDUCATION

I. Don't attempt to patronize them. They are too sensitive for this. Such attitudes tend to give them a feeling of insecurity and inferiority.

II. Don't be too critical of their linguistic. The principal thing is to get them to think, feel and express themselves in the manner that they know best. How else may the teacher become fully acquainted with the pupil and his problems.

III. Never presume or assume too much. Give him the chance to tell you what he thinks the problem is. Then listen to his suggested solution. Learn to listen more.

IV. Don't be so laconic. Talk with him more and more, but try to use language that he understands.

V. As a teacher and as a person try not to see too much; hear too much; or know too much.

VI. Try not to use the same methods, techniques, and attitudes that caused him to leave school in the first place. What he

needs is not a double dose of that which failed him when he was a kid in school. He needs new methods and techniques. Most of all, he needs to be treated as a human being.

VII. In your dealing with him and with others, try to be consistent. Remember that the poorest readers of signs and symbols are the most acute observers of nonverbal language.

VIII. Don't try to exercise your pedantry by talking down to him and trying to let him know how smart you are. Try to convince him that he is capable of ideas too.

IX. Don't emphasize the negative. Accent the positive. Always call his attention to the things in which he has done a commendable job. This will motivate him to do an even better job in other areas.

X. In class try to be a human being. Let them see that you too are human; that you too make mistakes; that you too can laugh and take a joke. And, don't be afraid to tell them at times, "I don't know, but let's find out."

THE NEED FOR COUNSELING AND GUIDANCE IN THE PROGRAM

CHAPTER IX

DEFINITIONS OF GUIDANCE AND COUNSELING AS RELATED TO ADULT BASIC EDUCATION

GUIDANCE: WHAT IS IT?

1. Guidance is a process to help not only those with chronic problems but every individual.

2. Guidance is designed to help the individual.

   a. to recognize and use his inner resources.
   b. to set goals.
   c. to make plans.
   d. to work out his own problems under the best conditions the home, school, and community can provide.

3. Social usefulness and happiness result from effective guidance.

4. Guidance is a continuing process of helping every individual.

   a. through his own efforts.
   b. through his own interests.
   c. to discover, to release, and develop his own potentialities.
   d. to gain personal satisfaction and contribute to society.

5. Counseling may take place in various ways.

   a. in a personal remark made in class.
   b. during a free period.
   c. after school.
   d. in a formal interview with the student.
   e. in the student's home.

6. The teacher's main purpose should be guiding the student in self-improvement.

COUNSELING: HOW DOES IT DIFFER FROM GUIDANCE?

1. Counseling should help the individual to understand himself, what his own situation is, and the relationship between the two. This is important so that he may develop properly toward the goals of his own choosing.
2. Counseling should help the student adapt to a changing world.
3. Counseling the ABE student should not have the same connotation that it has toward secondary school students.
   a. One of the main concerns is to help the the ABE student set constructive goals.
   b. The ABE teacher does not put testing as the main course.
   c. The ABE teacher is not always a counseling specialist.
   d. Many ABE programs do not have full-time guidance counselor teachers.
4. Teachers of ABE students should serve as a guiding and supporting person as the counselee begins to take a new look at himself. They can review skills needed or training required for a certain job. They can examine home or work relationships that may be causing the student some disturbance. The ABE teacher who is not a specialist in counseling must be very careful of not offending or making more problems for the adult student.
5. The need to counsel adults is great. Crash training workshops could be held in local ABE groups to provide ABE teachers with some knowledge of adult counseling. There is a great gap between counseling secondary school students and adults who have returned to school. The need for trained counselors exists and also the need for trained adult guidance workers. Until there are specialists available for adult programs, the ABE teacher must serve as a guidance and counselor worker in the classroom.

COUNSELING AND GUIDANCE IN ADULT EDUCATION

It has been stated that the adult learner has characteristics, attitudes, and behaviors that are far different from the younger pupil. It has also been suggested that curriculum content, methods, materials, and pupil-teacher relations that are adequate

for young pupils may be totally inadequate and inadvisable for the adult learner. The same premise is true in the area of counseling and guidance. Guidance and counseling practices that are quite effective with children may be quite the opposite in working with adults. Also, it has been suggested that in order to make the teaching-learning program more effective, it is highly important that the instructor acquaint herself — as much as is humanly possible — with the learner: his attitudes; his experiences; his environment; his hopes and fears; his likes and dislikes; his peers and their sense of values (the values of his peers are likely to be endeared to him); and, his image of himself and society. It is only through a knowledge of these factors that a teacher, or a counselor, can really know and effectively attempt to meet the needs of the learner. Though some of the characteristics common to this group of learners have been presented in a previous section of this report, it is suggested that the counselor take into serious consideration the following characteristics of the adult learner in attempting to provide the learner with guidance and counseling services:

1. He is likely to be from the low-income bracket, therefore he is likely to have financial problems.

2. He has a different sense of values from those of the middle-class, therefore he is likely to be considered as belligerent, lazy, unambitious, etc..

3. He may be the victim of an environment wherein "restricted language" is the accepted means of communication, therefore he is likely to be considered as *non-verbal.*

4. He has frequently experienced failure, therefore he is likely to have an unfavorable image of self.

5. Having a different sense of *moral* values, he is likely to be considered as promiscious.

6. He is more knowledgeable in things physical, therefore he is likely to be more successful in working on problems that are concrete.
7. Being unable to express himself under pleasant social conditions — based upon middle-class standards — he is likely to express himself only when emotionally aroused.

8. Since he feels that the "establishment" is responsible for

his dilemma, he is likely to be antagonistic toward the establishment, and what it represents.

9. His vocational goals are likely to be unrealistic. His aim may be too high for actual realization or achievement.

10. He is likely to expect results from educational training too soon.

11. He is likely to be a member of a minority group, based upon social status, economic security, academic achievement as determined by the middle-class.

12. He is likely to be suspicious of change or resistant *to* change.

13. His scores on intelligence tests or achievement tests are likely to be unreliable and unrealistic due to reading deficiencies.

14. He is likely to place more value upon the appraisals of his peer group (those mistakenly referred to as "the gang") than upon those of the teacher or counselor.

15. His *physical* needs are likely to supercede his philosophical needs in rank of priorities.

16. He is likely to have had experiences and advantages that should be explored — and if need be — exploited, by the teacher.

17. His goals are likely to be short-ranged rather than long-ranged.

18. Realistic expectations of the teacher — based upon the objective potential of the pupil — are likely to be realized. This is to say that the performance of the pupil will in most instances conform to the expectations of the teacher.

19. His involvement in the *decision-making* process may have been minimized, therefore he may appear to be unable to decide what he wants from life.

20. He may appear to lack loyalty, but his loyalty is centered

upon values that his "peer group" esteems.

21. They have more faith and confidence in the educational process than they have in the school.

22. They detect and detest discriminations that are made on people because of socio-economic status.

23. They are the *"now crowd."* They advocate and want evidences of the effectiveness and educational achievements *right now.*

24. Under the leadership, direction, supervision, and expertise of the dedicated and capable ABE teacher, they become the *"in crowd;"* the us; we; and our crowd.

25. Having had a history of repeated failure they need to frequently experience success.

THE NEED FOR COUNSELING AND GUIDANCE IN ABE

The adult learner, having established set purposes, goals, and habits may pose a great problem for the counselor. The question may be asked: "Do adult learners need counseling and guidance services?" Research data indicates that they definitely need these services. The following data tend to support this statement:

1. The rapid rise of the crime rate in urban, suburban, and rural communities.
2. The number of divorces as compared with the number of marriages.
3. The increasing number of persons on Public Welfare.
4. Evidences of abuses in the use of drugs and alcohol.
5. Rise in the number of unemployed, under-employed, and unemployables.
6. Local, State, and Federal awareness of the need for "law and order."
7. Student unrest on college campuses.
8. The "generation-gap" between youth and adults.
9. Disregard for filial piety and *democratic* authority.
10. The increasing confrontations between youth and recognized authority.

PROBLEMS CURTAILING COUNSELING AND GUIDANCE IN ABE

1. The Question of Finance
2. The Problem of Capability and Adequacy of Personnel
3. The Problem of Availability of Capable Personnel
4. The Problem of Counselor
5. The Problem of Counselor-Learner Relations
6. The Problem of the Mere "Paper-Prepared-Program-Proposal" on the Problem

DEVELOPING GUIDANCE AND COUNSELING PROGRAMS IN NON-AFFLUENT SYSTEMS

1. Utilize the local ABE teachers — those closest to the ABE student.

2. Utilize other personnel from local community agencies.

3. Solicit services of personnel from state, and federal agencies providing consultative services in counseling and guidance.

4. Guidance and counseling transverses many subject-matter lines and crosses many disciplinary fields — agencies in many communities provide consultative services in the respective fields — utilize them.

5. The ABE teacher with committments, dedication and devotion to duty, will accumulate much vital data on the adult learner; and, though much of *these* data will be held in strict confidence — except those to whom professionalization dictates that it must be given and/or used — such data as can be used will be utilized to the fullest extent.

6. The ABE teacher will, under all circumstances, attempt to establish rapport, empathy, and the respect of the confidante.

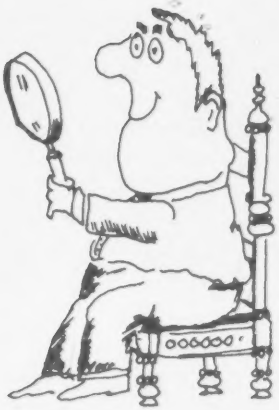
7. Be ever alert but avoid: seeing too much; hearing too much; knowing too much; saying too much; or attempting to be too much.

8. Learn to know and use the "Ten Commandments of Human Relations" (See Outline — The Ten Commandments).

9. Learn to recognize the worth and dignity of each individual.

10. Learn to submerge your own ego of self-importance and seek to emerge the self-image of the importance of your pupils. In submerging yourself, you emerge them, and, in their emergence, they will enthusiastically elevate and esteem you.

11. Help them to identify problems; seek solutions to problems; and to find answers to problems; but this above all, help them to find themselves. For this is the central purpose of education, to help men to find themselves, or, as one writer has suggested: "This is the journey that men make: to find themselves."



WHY ASSESSMENT AND EVALUATION ARE IMPORTANT AND NECESSARY

CHAPTER X

ASSESSMENT AND/OR EVALUATION OF THE PROGRAM

One of the essential elements of any planned program or activity is an evaluation or assessment of the program. It has been suggested that evaluations and assessments should be continuous as well as terminal. This is to say that as the project or activity progresses, continuous efforts should be made to appraise the progress of the program. The reasons for this is quite obvious. During the progress of the program, some of the suggested procedures may be ineffective and changes or alterations need to be made; some of the purposes set forth during the planning and initiation of the program may not be being considered or fulfilled; and alterations may need to be made in the tasks and functions of the personnel. If evaluation is postponed until the completion of the program, the many errors and mistakes—that could have been corrected had continuous evaluations been made—will be a matter of history. If the purposes and/or goals of the program or activity have been clearly set forth; if they have been stated in behavioral terms; and if definite criteria have been developed for the establishment of the purposes, then evaluation should be relatively easy. This statement indicates that evaluation of the program should be made in light of the purposes that have been set forth for the program.

The following criteria are suggested for evaluation:

A. What was the underlying philosophy of the proposed program?
   a. What were the basic assumptions?
   b. What hypotheses were set forth and tested?

B. What were the Central Purposes of the Program?
   a. What were the "short-range" goals?
   b. What were the "long-range" goals?
   c. What method was used in establishing goals?

      1). Should the goals be set by the administrative staff of the central office?

2). Should the goals be set by the supervising teacher?

3). Should the goals be set by the ABE teacher?

4). Should the goals be set by the ABE students themselves?

5). Should the goals be set by the representative members and/or agencies of society?

6). Or should the goal-setting be a cooperative affair or a cooperative enterprise coming forth from interaction between all of the five forementioned groups?

C. What should be the Course Content of the Developmental Program?

1. Pupil's *wants* versus pupil's *needs*

2. Which should take precedence?
   a. Maslov's Level's Needs

3. What about the needs of society—those who *fund* the program?

D. Evaluation of the Methods and Materials Used

1. The philosophy, the purposes, and the personnel directly concerned with the learning process determine the methods and materials to be used.

2. The teacher is or, ought to be, the master of many methods.

3. Adults being different, indicate a need of individualized instruction, and also means of evaluating on an individualized basis.

E. Why Assessments and Evaluations are Important

1. The need for establishing priorities in poverty programs.

2. The need to determine to what extent, if any, the goals that have been set forth have been established.

3. The need to develop statistical data wherein proposals for future programs may be substantiated, accepted, and funded.

4. The need to demonstrate to ABE students that despite former failures in schools that there is yet current hope for "academic success" in the ABE class.

WHY EVALUATION AND/OR ASSESSMENT ARE IMPORTANT AND NECESSARY

The terms evaluation and assesment are really simple terms if one accepts the definition that they mean to appraise or determine progress in light of purposes or goals that have been set forth. Webster defines evaluation as to examine; to judge; to estimate and/or to value. Assessment is defined by Webster to mean to determine the importance of; the size or the value of. Program evaluation and assessment are of immense importance. In many instances, individuals think of evaluation merely in terms of the learner. And, this evaluation of the learner - in far too many cases - consists of merely determining the scores that the learner made on objective tests. Though appraisal of the progress of the individual is of importance, appraisal of the program in which the pupil or learner is engaged is of even more importance. This seems to be a tenable statement because of the type of program in which the pupil is enrolled is very likely to determine the progress or performance of the pupil in the program. In evaluating or assessing the program, then not only will pupil progress and achievement be evaluated, but also the effectiveness of the teacher in the program; the climate of the classroom; the ABE curriculum; interpersonal relations with the community; pupil-teacher relationships; the extent to which the stated purposes are being met; the philosophy of education upon which the program is based; and many other important aspects of the program.

In the ABE Program - as in any other educational program funding is an essential and difficult task. In light of this, the general public wants to be assured of the importance of the program and the progress that is being made. Officials of State and Local Governments are interested in records indicating that the

funds expended for the program are bringing in dividends. The Federal Government, that provides the "lion's share" of the funds is interested in the results of the program. Thus, evaluation becomes an important process in the matter of dollars and cents.

SOME PITFALLS TO AVOID IN ASSESSMENT AND EVALUATION

A. Don't start out trying to "educate" before you know where the "educand" really is.

B. This does not mean that you should "test before you teach," rather it suggests that there are other means—than the commercialized and standardized tests of determining where and how the adult learner really is.

C. If reading deficiencies in the elementary school was the cause of his dropping out of "grade school", a standardized test, necessitating a high degree of reading skills, is not likely to be a valid instrument of his intelligent quotient. If he needs to read to successfully perform on the standardized test, and if it is already indicated that he has a reading deficiency, what has the test really told us that we didn't know. We knew already that he couldn't read.

D. Reading may have much to do and say as a criterion for intelligence. But, the lack of ability is the sole criterion for intelligence.

E. Don't be so swift in rushing into the class on the first night of the course and administering them a standardized test. This only convinces them of what they already know at the beginning of the course, that "THEY DON'T KNOW," and that this is another dose of the same academic "mess" that caused them to drop out of school in the "first place."

F. Since adult pupils, like other pupils and individuals, are distinctly unlike, in your evaluation of them, do not, expect them to perform academically, in a manner likened unto that of their counterparts.

G. Do not attempt to set up an evaluatory system (no matter how appealing to you) without first having established rapport with your students, and this can only be done

through learning to know them; learning the experiences that have been exposed to; and learning to explore and exploit these experiences that they may be transposed into real learning experiences.

A SUMMARY:

A FINAL WORD TO

THE NEOPHYTE ABE TEACHER

A SUMMARY: A FINAL WORD TO THE NEOPHYTE ABE TEACHER

So, you have decided that you want to become an instructor in Adult Basic Education. That is good. You are in line for some thrilling experiences. There are those that say that the letters ABE stand for Adult Basic Education, and they do. However, in thinking of the letters ABE especially as they apply to working with adults, I like to think of ABE as meaning "A Beautiful Experience." And that is just what you will have if you enter the program with definite commitments and a determination to help those adults who dropped out of school (for one reason or another) without having reached their full academic potential. This is not to say that teaching in the ABE Program is one continuous "bed of roses," far from that. There will be disappointments, disillusions, and at times, complete dismal failures. But, accompanying all of these will be the exhilirating thrill of knowing that you are helping someone who is in desperate need of help; who wants, needs and deserves a second chance; and who, standing in the darkness of ignorance is begging for the enlightenment that accompanies education and training.

Once you see the eager faces of these adults that the schools have failed — yes, I mean that *the schools have failed* — you will possibly see what I mean. You will find them eager to learn, well-motivated, and hungry for success, and yearning for the praise and satisfaction that comes with success. You see, these people have had such a long history of repeated failure that a little success to them is like manna from heaven. And, if you work with them — not for them; if you will learn to talk with them — not to them; if you will learn to listen to them more and talk less; and if you will learn to utilize empathy rather than sympathy; yours will be a great reward, and theirs will be even greater.

Has this little pep talk inspired you? Ready to go to work now—at this very minute? Wait! Not so fast. There are some prerequisites that should be taken into consideration.

Pre-Service and In-Service Training

There is the little matter of pre-service and in-service training.

Sure, I am aware of the fact that you have an earned Bachelor's (or perchance a Master's degree) from your State University. Sure you graduated with honors and perhaps have had five years or more working with elementary school children, and successfully too. That is fine. That is really fine — as far as it goes — but sometimes, many times, even that does not go far enough. The training that you had in teaching elementary pupils will not handicap you by any means, that is unless you get the mistaken notion that the methods and materials that you used successfully with children will be equally effective in working with adults. So, before making a final decision to enter the field of ABE you need to do some sincere soul searching. You need to come to grips with such persistent questions as: "Am I really the right person for the job?" "Am I the type of person that is willing to give not only of my time and my talents, but also one who is willing to give of myself?" "Am I, in accepting this job, merely 'moonlighting' or, am I lighting 'moonbeams'?" So I, or am I capable of loving people, caring for people, and caring about what happens to people? Am I interested in people and their problems to the extent that I am willing to try to do something about them rather than merely talking about them? Am I capable of empathizing with them — that is, am I capable of putting myself in their place? Can I really accept them as they are, and where they are? And finally, can I for the moment forget my "middle-class values" and realize that they have value patterns of their own that are difficult, or possibly impossible to change? Questions like these, and others too numerous to mention should be considered by the beginning teacher in ABE.

Now, a word about the pre-service training program that we referred to before: you need to acquire, and read as much materials on ABE as you possibly can. Contact your ABE supervisor; your state director and supervisor of ABE; talk to ABE teachers who are currently working in the field. Find out as much as you can about the method and materials used; about the subject-matter content; and this above all, learn as much as you can about the pupils for which the instructional program was designed. In other words, study your pupils as much, or possibly more than you study your subject-matter. Be sure to join professional adult education associations. Be a joiner! Join your state and national organizations. They will supply you with vast resources of materials that are free or inexpensive. After having been involved in a few in-service meetings — remember I said *involved*, not merely *attended* — you will gradually begin to get the "feel of things." You will begin to learn a little about the

philosophy of adult education; you will begin to realize that adults can and do learn as well as younger pupils. They merely learn slower. You will begin to see that adults, having had more experiences than children, are more difficult to teach because in many instances they know more about the subject-matter than does the teacher; and best of all, you will learn that they are more eager to learn than their younger counterparts.

The in-service program is equally as important as the pre-service program. As an ABE teacher you need to grow with the program. You see, the thesis is that adults never stop learning until death. Thus, all learning — once the pupils have left the confines of formal instruction — is adult education. And, if you believe as others do, that adults can and do learn, then you as their instructor will attempt to be a "shining example" by continuing to learn more and more about the ABE Program once you begin working in it. Try to avoid the attitude and the apathy of many public school teachers when they say: "Nothing ever happens anyway." Remember, there are three kinds of teachers in a school program: 1) those that *make* things happen; 2) those that *let* things happen; 3) those who don't know what is happening. Try to be one of the first calibre.

In thinking about the pre-service and/or in-service program both as to their effectiveness or ineffectiveness, the ABE teacher would do well to consider the old Hindu proverb that states: "He that would carry away the riches of the Indes must first bring it with them." So, those who carry away the most profits or benefits from in-service and pre-service training programs bring the most with them to the meetings, and are involved the most in the meetings.

Innovations and Creativity

Be ever on the alert for innovative methods, materials, and ideas that will enhance the learning program of your pupils. The old methods, materials, and ideas that drove them away from many years ago, are still offensive to them — even more so. Let the pupils *know* what you expect of them, and let them know what to expect to the extent that they always know what is going to happen in class. That is, the class grows dull and monotonous because the pupils know that the same things will happen.

Showmanship in Teacher Performance

Be a *showman*, . . . At Times. This is far different from being a "show-off." The showman attempts to sell his goods or his program and realizing that enthusiasm is contagious, he is

enthusiastic in his endeavors at salesmanship. The "show-off" — to the contrary — is interested only in selling self or with impressing others with his own self importance. This rarely, if ever, succeeds. A criminal in court who is his defense attorney is rarely effectively defended.

Human Relations

Make yourself an expert in the area of human relations. Experts in this area are *made* or *developed*, not born. You have to learn to love people even as you have to learn to hate them. Seek to lose yourself in service to others and in doing so, you will find yourself. Or, as the Master Teacher puts it: "He who would find his life must first lose it — that is, lose it in service to others."

Records and Reports

The importance of records and reports in the ABE Program cannot be overemphasized. Vital data on the pupils is of significant importance not only to personnel on the local level, but to those on the state and federal level as well. One of the chief complaints of supervisory personnel on the local and state level is "How do we insure getting accurate and prompt reports from the teaching staffs?" Thus, the efficient ABE teacher will maintain and develop records that are essential to the program and the pupils. Any program worthy of activity and funding is worthy of records. The ABE teacher will keep records and transmit required reports to the supervisor consistently and punctually. However, there is some information on the pupil that the teacher may have acquired that should be strictly "off the record." This is to say that information given to you, the teacher, by the pupil (on himself) in confidence, should be held in strict confidence. Release of the information to the public or to those who should not be concerned, not only betrays the pupil, but destroys the confidence of the pupil in you and other members of the profession. Like the medical doctor or lawyer, the teacher should let the pupil know that information given to the teacher in confidence will be held in trust and confidence by the teacher.

Counseling and Guidance

The suggestions set forth in the previous paragraph will do much to set the emotional tone for the development of guidance and counseling services to ABE pupils. Needless to say, the average small school system will be unable to employ a certified guidance counselor for the ABE program. And, in many instances the guidance counselor in the public schools — having been trained to

work with the younger learner — may be undesirable to serve as a counselor for disadvantaged adults.

In conditions like these the counseling and guidance services will have to be provided by the ABE teacher. And, perhaps this is not so undesirable as it may at first seem. The ABE teacher, assumedly having maintained close contact with her pupils; having established rapport with them and gained their confidence; having manifested an interest in their problems and attempted to do something about them; and, having remained true to trust with the confidential information given them by the pupils; will be in a desirable position to counsel with her pupils. And, she may be in even a better position to serve them than one whom they see or are referred to when they have a pressing problem. This statement suggests that counseling and teaching are so interrelated, and are divided by such a thin line of demarcation, that it is extremely difficult to determine where the one ends and the other begins.

Involvement of Community Resources

The reasons for the involvement of community resources should be quite obvious. The problems of recruiting, retaining, and meeting the needs of the undereducated adult are so numerous, and the tasks are so complex that the ABE teacher working alone cannot hope to accomplish much. Therefore utilization of all of the available resources in the community becomes imminent for the success of the program. Agencies, both public and private, should be utilized to the fullest extent. This not only insures avoidance of duplication of effort, but is essential for the promotion of human relations that is so essential to the success of the program. In thinking about the utilization of community resources, the ABE teacher should take into consideration more than the use of professionals or service agencies. In many communities there are so-called undereducated adults who have a vast storehouse of experiences and expertise in a particular skill that can contribute much to the ABE program and its pupils.

Learn More About Learning

You as an ABE teacher will need to know more about how pupils learn and how to make them want to learn. So, you have had your courses in the foundations of teaching; you have completed your internship by "practice teaching" in the public schools; you have been certified by the head of your department that "by the powers invested in me I hereby certify that this candidate has completed all requirements for the conference of the Bachelor's and/or Master's Degree." All well and good. But

how much do you know about learning and how pupils learn? It has been stated that pupils teach as they have been taught, rather than how they have been taught (told) to teach. This is to say that teaching in actual practice often is not in harmony with teaching theory. So, the ABE teacher needs to familiarize herself with theories of learning, and put these theories into practice as far as possible. However, the process of how young pupils learn is far different from the manner in which adults and adolescents learn.

Learn to Know the Class As a Group and As Individuals

The behavior of a pupil within a group may be far different from the behavior of the same pupil as an individual. People have varying patterns of behavior, in groups, and as individuals. The efficient ABE teacher, recognizing this fact, will seek to know the pupil as a dual person. She will seek to know and understand him as an individual, and she will seek to know and understand him as the member of a group. At times it may be quite difficult to harmonize or to recognize the same individual in this dual role. As an individual, he presents one role, but as the member of a group he presents a role that is far different from the role that he presents as an individual. The ABE teacher, being aware of this, will seek to gain insights into this dualistic role that permeates all or most of her ABE pupils. A brief review of the laws of learning and their chief guiding principles should be of inestimable value to the neophyte teacher.

The Teaching-Learning Process

Teachers do not have a monopoly on the teaching-learning process. The process entails both the teacher and learner. The teacher cannot accept total credit or praise for the successful accomplishments of her pupils without assuming total responsibility for their failure. If the teacher is to willingly accept the encomiums heaped upon her as the result of pupil success she is constrained to accept the criticism that accompanies pupil failure. If in the case of the pupil success the teacher exclaims: "We have done it again; then in the case of pupil failure the teacher is morally bound to state — though regretfully — *we have failed.* This is to say that no pupil succeeds or fails alone. Since one of the central purposes of education is "changed behavior," the ABE teacher would do well to appeal to research from the behavioral sciences: philosophy — how things ought to be; psychology — why individuals behave as they do; sociology — man's relationships with man; and anthropology — how man's origin effects all of the other three.

Testing, Assessment, and/or Evaluation

How does the ABE teacher go about assessing the progress toward the attainment of goals in the program? If the goal-setting has been a one-sided, ineffectual process the task will be difficult. But, if the goals and purposes have been cooperatively determined; if the pupils have been truly involved in the goal-setting process: if the purposes have been clearly stated in behavioristic terms; then evaluation of the teaching-learning process will be relatively simple. Assessments and/or evaluations will be continuous rather than terminal; responsibility for failure will be cooperative, rather than singular — on the part of the pupil — and, more than one criterion will be used in the assessment of the progress of the program. In assessing the progress of pupils in the ABE program the teacher will courageously confront such problems as:

1. Why the pupils failed to score highly on the commercialized objective tests?

2. How and why the time element may have influenced performance on the tests.

3. Recognition of the fact that there is no *single*, best way to test the potential of the learner.

4. The pupil should be involved in not only the goal-setting, but also in the appraisal of goal-attainment.

5. If the assessment or evaluation is to be meaningful and effective, the evaluation should be continuous as well as *terminal.*

6. The teacher must recognize the fact that if the evaluation is to be effective, relevant, and meaningful, it should be based upon the goals and purposes set forth and established cooperatively by pupil and teacher at the onset of the teaching-learning process.

Still want to be an ABE teacher? Are you discouraged in your vocational pursuits? Hopefully not. But if you are, forget the whole thing. Entrance into the program will only serve to make life more miserable for you, but moreover, it will tend to make life more miserable for those who have returned to school in search of a "second chance" to succeed, and you — as generations of teachers before you, will have failed them again. But, if you accept

this situation as a challenge; if you recognize and accept the "name of the game as committment;" if you are willing to give your time, effort, as well as of yourself; if you have an inherent love for people, and wish to do something about them and their problems; if you are able to lose yourself in the service of others; if you can bear to submerge self in the hope of reaching down to rescue others; if you can become a victim of amnesia and forget your present socio-economic status, and realize that (as said Winston Churchill . . . when viewing a derelict drunk, emerging from a tavern of London-) there except for the grace of God go I; if you can walk unashamedly with the meek and lowly, and not lose your sense of dignity; if, in order to communicate with your pupils, you can be courageous enough to "*break a verb,*" or to violate a grammatical expression; if you can "dig" them and in turn, help them to "dig" you; if you can do all of these things and still remain the same respectable, inestimable, unforgetable you: then, welcome to the fold of ABE teachers. We *need* you. People need you. Adult Basic Education needs you. And, your pupils will welcome you and appreciate you. Potential ABE teachers in the State of Alabama, and throughout the nation, I challenge you to enter the field; I challenge you to direct confrontation with these pupils that the public schools have failed; I challenge you to turn thumbs down in their request for quest for knowledge; and I challenge you to defy the principles of patriots like Jefferson, Madison, Franklin, Lee, Lincoln, Hancock, Washington, Madison, and others too numerous to mention, who risked their political future, their financial fortunes, and their soul salvation upon the words of Jefferson, a southerner; "All men are created equal and they are endowed by their creator with certain inalienable rights, and among these are, life, liberty, and the pursuit of happiness." ABE teachers of Alabama, I challenge you to "*Follow the gleam.*"

WHY ABE TEACHERS ARE SUCCESSFUL IN ABE

Are successful teachers born; are they made; or, was their development and success a matter of incidence? Questions like these have been posed by individuals throughout the history of education. What makes a good teacher? To what extent, if any, is the teacher responsible for the success or the failure of her pupils? Why are ABE teachers — those that are fortunate enough to remain in the field — apparently successful in the ABE program. Why is pupil-teacher relationships at an all-time high? Why is the climate of the classroom conducive to the teaching and the

learning process? At the risk of over-simplification, the answer is this: "The ABE teacher exercises capability, empathy, and concern for her pupils because she *has* to. She knows that without these she will have no pupils. Unlike the pupils of the public school teacher, her pupils do not comprise a "captive audience." They leave the class when they realize that nothing worthwhile is happening; that not only their needs but likewise their wants are not being considered. The following factors contribute to the success of the ABE teacher:

1. They have knowledge of, and are sensitive to, the characteristics of the ABE learner and use these in developing skills in working with the adult learner.

2. They realize that they are not working with a "captive audience."

3. They realize the importance of empathy and utilize this to the fullest extent possible.

4. They know that adults and children have different patterns of, and purposes for, learning. Thus they avoid confusing pedagogy with andragogy.

5. They are ever cognizant of importance of recognition of the hierarchy of the level of needs and they tend to follow these priorities in sequential order.

6. They realize that in many instances the adult learner brings to the class (in some instances) more experience and "know how" than that of the teacher. In this instance, the ABE teacher explores and if need be, exploits the experiences of the learners.

7. The ABE teacher realizes that adults are not necessarily slower academically, than children; rather because of age and maturity they may merely be slower. Thus she exercises patience in instructing them.

8. She realizes the possibility of the development of physical impairment in adults, viz, failing eyesight, decreasing ability, and increasing loss of physical stamina.

9. She realizes that the adult learner is more likely to be interested in short-range, rather than in long-range goals.

10. She realizes that the adult learner, having had a history of repeated failure in school, needs to frequently experience the thrill of success in the ABE class.

11. Though she recognizes, and respects, the importance of the 3-R's as curriculum content for the ABE learner, she realizes the importance of other problem areas as being basic to the education of adults.

12. She realizes the importance of a "permissive atmosphere" and a flexible program in the classroom to the extent that pertinent and persistent problems of the adult learner may be given immediate attention.

13. She is ever mindful of the importance of interpersonal relations in dealing with her pupils.

14. She levels with them; she is unafraid to say "I don't know."

TIPS FOR THE ABE TEACHER

During the early history of education, the purposes and concepts of formal education evolved from, and revolved around the nature and the needs of the adult learner. It may be remembered that the pupils of celebrated teachers like Socrates, Plato, Aristotle, Confucius, Buddha and others were adults. The methods, materials, and curricula content used with the adult learners would have been unsuitable for younger learners. The practice of teaching adults is known as "andragogy," as distinguished from the practice of teaching youngsters, which is called "pedagogy." Thus, the would be successful teacher in the ABE program would do well to differentiate the methods that she uses in teaching her experienced adult learners from those methods that she uses in teaching children. Some tips that may be helpful to ABE teachers are:

1. Give more than mere lip-service to the adage "Accept the learner as he, and where he is."

2. Try to know as much about your subjects (the learners) as you know about your subject-matter (the curriculum content that you wish to teach them).

3. Empathize with them. Try putting yourself in their place.

4. Explore, and if need be, exploit their experiences, using these as "bench-marks" in your instructional program.

5. Try to see to it that each learner learns something during each training session, and that he frequently experiences success.

6. If in many cases his language pattern makes it difficult for him to communicate with you, then *you* "leave your ivory tower" and learn to communicate with *him.*

7. Never try to "beef yourself through a given problem," don't be afraid to say frankly "I don't know, let's find out."

8. Interest yourself in your pupils and their problems, and, then, TRY TO DO SOMETHING ABOUT THE PROBLEMS.

9. Never be in too big a hurry to take time to help your pupils with a personal problem.

10. Never ridicule a question asked you by a pupil; though quite clear to you, it may be utterly confusing to him.

11. Try always to be approachable, appreciable, and understanding with *all* of your pupils.

12. Learn to differentiate between the terms of "wants and needs." Remember that with these groups wants are most likely to supercede needs.

13. Remember that due to age and experiential differences, that what may work with children may be most ineffective with adults.

14. Remember, too, that as a group, they are likely to be quite clannish. This is to say that they tend to "stick together," and are likely to refuse to engage in competition, if the results are likely to discredit a peer.

15. Constantly assess and reassess you expectations of them. If your expectations are reasonable, they will not disappoint you; if they are either too high, or too low, they will

likewise not disappoint you. This is to say that if you expect little or nothing from them, they will not disappoint you, and vice-versa.

16. Emphasize the "democratic process" not by talking about it, but by making the classroom environment a living example of democracy in action. This is, I believe, what Macolm Knowles meant by his famous expression "creating the environment for learning."

17 Try to avoid having him to make the transition from the "restricted language" (to which he is accustomed) to the elaborate language (frequently found among middle-classes) too quickly. Allow him the freedom of expression in his own language pattern and in his own manner. The crucial point is to GET HIM TO PUBLICLY EXPRESS HIMSELF.

18. Be ever on the alert for something to praise him about. This pays real dividends. But, don't praise him needlessly. Don't patronize him. He catches on to this "gimmick" quickly. Look for something in him that you can genuinely praise and you will more than likely find it. Be sincere; be *you*.

19. Try to involve the learner as much as possible in the planning, organization and the operation of the total teaching and learning process.

SOME CASE STUDIES IN ADULT BASIC EDUCATION

CASE STUDY A

Mrs. Roe, a teacher in the Adult Basic Education Program, has attended a series of in-service meetings for ABE teachers. During the training sessions, emphasis has been placed upon assessment and evaluation of the ABE learner in the program. As a result of the training received in the in-service meetings, Mrs. Roe, on the first night of her ABE class meeting, proceeded to administer a standardized test to the pupils. This was done, she stated, in order that she could establish "benchmarks" as to where they were academically, thus enabling her to better assess what progress they had made when the course was completed.

Mrs. Roe had compiled packets for each student in which she had placed the standardized test, the answer sheets, a No. 2 pencil for marking the answer sheets, and complete written instructions on how to proceed in taking the test.

During the time that the pupils were supposedly engaged in taking the test, Mrs. Roe moved about the room quietly, observing the progress that the pupils were making with the test. She was somewhat disturbed to notice that the majority of the pupils were making little or no progress. Many were looking out of the window with a distracted countenance and no apparent interest in the test. It is the opinion of Mrs. Roe that many of these pupils are academically unfit to be placed in an ABE class. Perhaps they might do fairly well in a vocational class or referred to "Rehab" but ABE was not for them at all. A review of their previous school records on standardized tests confirmed Mrs. Roe's suspicions that the pupils were simply academically retarded and/or deficient.

Reactions: Comment on the type of in-service program that Mrs. Roe attended.

1. Comment on the manner in which the tests were administered.
2. Considering the fact that this was the first class session, could other activities have been substituted?

3. Did a review of the pupil's former test scores really substantiate Mrs. Roe's fears?
4. Is the administering of a test the first class-night advisable?
5. Can you account for the fact that when the class was scheduled to meet the second night less than 50% showed up for class?
6. Why should a teacher exercise extreme precaution in administering tests to deprived adults?
7. Criticize the use of written instructions for use by semi-illiterates in the administration of a test.

CASE STUDY B

Miss Mirl Grant, a very successful teacher in the Knob Hill Elementary School, has been quite fortunate in receiving a tidy sum for the purchase of materials, supplies, and equipment for her fourth grade pupils. As a result of this, Miss Grant was able to do a commendable job with her class. When the school board decided to institute an ABE Program in the system, the Superintendent immediately suggested Miss Grant as a very desirable teacher for Level 2 (grades four through six). Miss Grant was very happy about this. Since she had much equipment, materials and supplies in her room, she suggested (with the consent of the principal) that the class of adults meet in her fourth grade classroom. Thus, the materials, supplies, and equipment that she already had on hand for her fourth grade class could be made available for the ABE class.

Unfortunately, the expectations of the Superintendent relative to the success of Miss Grant as an ABE teacher were disappointing. Though the class started out with a membership of 30 during the first week, at the end of the fifth week the class had been decreased to a membership of five, resulting in the class being discontinued. Neither the Superintendent nor Miss Grant can understand this — considering the fact that Miss Grant is noted as one of the most efficient teachers in the school system.

REACTION: Assuming that the Superintendent was objective in his evaluation of Miss Grant as a teacher, account for her apparent failure as an ABE teacher? Point out some other mistakes made by Miss Grant. In her relations with the ABE students what may Miss Grant have failed to realize? Why may Miss Grant's selection of her classroom as a meeting place for the ABE class been a mistake for both class and teacher? What

precautions should ABE teachers take in selecting methods and materials for ABE students? The Superintendent felt that since the ABE students were working on the fourth grade class level, and since Miss Grant was an expert in this, she should have suceeded with them. Comment on this.

CASE STUDY C

Mrs. Tessie Moe was a teacher in the Gable Heights High School. In selecting a teaching staff for the ABE Program, it was decided that the most objective and democratic manner of teacher-selection could be accomplished through a review of the academic records of the proposed teachers. A review of the academic records of the teachers indicated that Mrs. Moe was at a decided advantage. She, according to her school record, both in high school and college, was at the bottom of the list of teachers. Consequently she was by-passed when they selected teachers for the ABE Program.

Approximately five weeks after the classes began, one of the selected teachers became ill and they had to secure a substitute. Since Mrs. Moe was the only other teacher available (other teachers of the system had absolutely no desire to work with "retarded adults" after having worried themselves sick with their daytime pupils) she was reluctantly hired by the school board as an ABE teacher.

Though Mrs. Moe's academic record showed that she was below average in English, math, science, and social studies; and in fact, below in almost any course listed in the course offerings of the school, her classes began to flourish and membership began to increase. Pupils from other classes (whose teachers were reputed to be far superior to Mrs. Moe began to request admittance to her classes. This posed a great problem for the Superintendent, the Supervisor, and other ABE teachers in the system. All of the pupils could not be placed in Mrs. Moe's class.

REACTION: Considering the fact that Mrs. Moe ranked at the bottom in her classes in education, and, considering the fact that she has only a Bachelor Degree, (and barely that, state some teachers) how do you account for her apparent success with her ABE pupils? One teacher suggested that the reason that

Mrs. Moe's classes were crowded was the fact that she was just fooling around and having a good time with the pupils. "The pupils, she said, "don't flock to me because they know that I stand for no foolishness in my class. We get down to the 'nitty gritty' in my class, and, they can like it or "lump it." Comment upon this. One teacher complained that Mrs. Moe was spending too little time upon the essentials of adult basic education (the 3-R's) and wasting her time and the time of the class in talking about personal problems in health; nutrition; family life; early childhood education; civic rights and responsibilities; job opportunities; and economic security. Comment on this. When Mrs. Moe's pupils were questioned they came up with some far different reasons for Mrs. Moe's performance and success with her pupils than those of the teachers. Speculate on what the pupils might have said. It was stated by some teachers that Mrs. Moe did not believe in standards. "Successful teachers, it was said, demanded high standards of *all* pupils."

CASE STUDY D

Mrs. Castle Heights, a graduate of one of the better eastern universities, with a Master's Degree in English, was hired as an ABE teacher in the Cloverdale Community, a community with a high percentage of illiterates, semi-illiterates, and many, many students who had dropped out of school at an early age. Since Mrs. Heights had such an outstanding academic record in English and language usage, it was decided that she would be the ideal teacher for ABE pupils in the area whose competence in English and language usage left much to be desired.

Mrs. Heights, during the first week of her instructional program with her ABE pupils, immediately proceeded to introduce the pupils with the type of English construction and language usage that was acceptable in middle-class and upper society. Many of the pupils, being the victims of a "restricted language" failed to comprehend the instructional approach of Mrs. Heights. She constantly reminded each pupil (whenever they made a grammatical infraction in reciting) that "Nice people do not express themselves in that manner." As a result, many of her pupils

"clamped up" and failed to express themselves at all. Mrs. Heights explained this dilemma by stating that these pupils were simply unable to express themselves or unable to communicate.

REACTION:

1. Assuming that Mrs. Heights was an expert in English and that she really "knew her job" what seems to have been her problem?
2. Mrs. Height's problem—according to her statement—was "I simply cannot motivate them, they simply seem to have no ambition academically." Comment on this.
3. Why do you think that the pupils literally drew "up into a shell" when asked to express their opinion on a given problem?
4. Was any evidence given in the "case description" to suggest that the pupils were involved in selecting the problems to be pursued?
5. To what extent, if any, should expressions common in the "ghettos" be accepted in classes in which ghetto learners are being involved?
6. Assuming that Mrs. Heights formerly originated from the ghettos or slum areas; does this necessarily mean that she would be better qualified to teach in slum areas than an individual born and reared in a middle-class environment?
7. In your opinion, what seems to be the essential element for teachers who are to work in "deprived areas"?

CASE STUDY E

As a result of a series of in-service training programs, Mrs. Botts, an instructor in the Hillsdale ABE School System became grossly imbued with the idea of the motivation of students as a panacea for low academic performance of ABE pupils in her class. During her first class session, Mrs. Botts set about motivating her ABE pupils on what *she* considered to be the most essential needs of adults in such a program. Mrs. Botts developed the following format for presentation on needs that *should* result in motivating the students:

1. The essential physical needs essential to all learners
2. The emotional needs essential to all learners
3. The essential social needs essential to all learners
4. The essential moral and spiritual needs acceptable to middle-class society.

Mrs. Bott's enthusiasm for motivation began to wane as she noticed that most of her ABE pupils seemed to be unattracted by her approach. "How do you motivate people like these?" was Mrs. Bott's perplexing question. "These are the areas that consistently seem to motivate other types of people." "Why do I experience so much difficulty in motivating these adults from "deprived areas"?

REACTION:

1. Is there ever, under any circumstances anything such as an unmotivated person?
2. Should motivation be "pupil-centered" or "teacher-centered"?
3. In teaching ABE students (in their minds) which takes precedence, WANTS, or NEEDS?
4. To what extent, if any, had Mrs. Botts given evidence of having reviewed Maslov's hierarchy of NEEDS?
5. In the outset, and perhaps later on, who really decides what is relevant and/or important, the teacher or the pupil?
6. To what extent, if any, is there a contrast in "making the pupil to want to perform the task decided upon by both pupil and teacher?
7. In the teacher-learning process to what extent, if any, should the process be that of both teacher and learner?

CASE STUDY F

Teachers in the public schools, in colleges and universities, and especially in the ABE Program are constantly advised to utilize community resources in an effort to enhance and/or enrich the instructional program. Mrs. Potter, an ABE teacher in the Horace Mann School System was a staunch believer in the doctrine of the utilization of community resources. It all made sense to Mrs. Potter because, (according to her statement) "It saved so much 'leg-work' and class preparation on the part of the teacher." "Just think", she said to her closest friends. "why one can plan a whole month of visiting individuals from various communities and then never have to take a moment planning for a class presentation. Let the agencies do the work," she said, "and they like it, and the teacher gets to rest." Thus indoctrinated, Mrs. Potter proceeded to make herself a "committee of one" in the development of human relationships specifically designed to secure individuals from various agencies to make presentations before her ABE classes.

This procedure gave Mrs. Potter much favorable publicity in

the community, and the invited individuals were greatly pleased by having been invited to speak before the ABE classes. And though, the presentations had little continuity, and in some cases were ill-prepared, the ABE pupils seemed to enjoy them because they at least provided variety in the instructional program.

Prior to the classroom presentation, Mrs. Potter always briefed her consultants by saying "Be sure to tell them of the wonderful services that your agency has to offer, and do emphasize how these services may be obtained.

After the classroom presentation had been made, and after the consultant had been complimented and thanked for his services, no further classroom reference was made to that specific agency. Another agency was sought out and pupils were constantly surprised to find a new visiting consultant almost each night of the ABE course. These tactics of Mrs. Potter were described in her course descriptions as "innovative methods and cultural enrichment."

REACTION:

1. As Mrs. Potter' supervisor what would be your reaction?
2. This may well be utilization of community resources to its fullest extent, but would you consider this to be utilization to its greatest extent.
3. How would you evaluate the "surprise element" in having consultants to come in and the pupils not knowing what to expect until they saw them on the night of their presentations? How may this have been made a more meaningful learning experience for the class and also for Mrs. Potter?
4. Why, and how should a class be prepared for a visiting consultant?
5. What seemed to have been Mrs. Potter's prime purpose in securing visiting consultants?
6. How would you, as a supervisor, evaluate the work of Mrs. Potter?

CASE STUDY G: DEVELOPMENT OF THE SKILLS OF COMMUNICATION

Miss Maudlin is an English major from Capers University. She is listed in WHO'S WHO, has a 4.0 average in the University for four consecutive years, and was recommended by the head of her

English Department as the most promising young teacher of her class. Upon the basis of these outstanding credentials and recommendations, Miss Maudlin was appointed as the ABE supervisor in the Woodlawn school community.

Miss Maudlin found language in the Woodlawn Community to be quite a deplorable state. Viz, whereas she used the term "I *cawnt*" for I cannot, the inhabitants used the term "I kaint"; and whereas Miss Maudlin used the term "I shawn't" for 'I shall not', the Woodlawn inhabitants used the term "I shaint".

These, and other more vigorous infractions of "the King's English" proved to be too much for Miss Maudlin. Consequently she wrote a proposal for a Mini-Grant specifically designed to *enrich* the linguistic usage of English in a culturally deprived area. The proposal was reviewed and financed by HEW. Miss Maudlin, thrilled by the possibility of elevating the cultural values of the Woodlawn Community, solicited the services of a source of celebrated English majors and scholars from the foremost universities of America. The prime purpose of the Institute, according to Miss Maudlin, was to teach our local teachers the "True meaning of the communicative process."

Since the instructors were a well-known and celebrated academic personnel (at least in the annals of the academic affluent) the Institute received a great deal of national publicity. However, when the participants were assembled a great degree of difficulty suddenly emerged. There was a serious breakdown in the lines of communications. The communicative experts were unable to communicate with those who were to be taught to communicate, or, shall we attempt to communicate with those who are readers, by simply stating that "communicators and communicatees failed to establish a "meeting of minds" during the entire period of the four weeks institute.

As a result of this situation, Miss Maudlin was truly in a "maudlin state". How could these people have failed to appreciate her wondrous effort to enlighten and elevate them when HEW had seen the significance of her proposal. Her former professors had reviewed and approved her proposal; and, her research, for proposal had development of the Institute, was supported by intense research in the field.

Reaction:

1. The reactions to this dilemma are so extensive that questions in attempting to stimulate reactions. The sky appears to be the limit in this case study.

2. This case study would be ridiculous were it not based upon fact rather than fiction. The names of places and personnel are, to be sure, fictional, but the facts, are to be sure, regretfully true.

3. Regretfully, problems such as this, permeate the whole spectrum of education, "Operation Head-Start University."

4. The real problem here seems to be "Who gets with whom first, and how"?

CASE STUDY H:
EMPATHY IN EDUCATION

Mrs. Lovalott, a teacher in the Brentwood Elementary School is noted for her sentimental concern for the "deprived learners." She has written many "bleeding heart letters" to the local newspaper decrying the lot, and the misfortunate circumstances of; "Those People; What We Should Try to do for *Them*, and in addressing them (as she frequently does, when her social club is on a slumming spree she refers to them as "You People;" You All; Etc.

And, in Sunday School, in which Mrs. Lovalott is, to say the least, a most visible leader, she never misses an opportunity to let the congregation at large know just "how sorry she feels for the educationally deprived." Why ever so often she states." I carry them old clothing that my family and I no longer have use for; whenever we have left-over, that everyone is tired of, I always call one of them in and give it to them, and you must admit that they are "most grateful for any favor that you render to them." "Fact is, some of my closest friends are found among the ranks of the "Culturally deprived." "I know how they must feel. Fact is, I know *how* they feel, and I am sorry for them."

And, to further substantiate her claims as a *connoiseur* and a *practitioner* of "Empathy" she states: "During our Missionary Rallies in which we are sending funds to the heathen Africans: the story Chinese; the economically deprived Hindus; and others far too numerous to mention; I think of the deprived desegregated, dehumanized and disappated "*Nigrah*" and his counterpart, the "*Poor, Prejudiced Peckerwood" of the 'South'*, who are, due to their own hate ignorance, and prejudice, in the self-same boat destined to no foreseeable future. I am, I REALLY AM SORRY FOR THOSE FOLKS.

Reactions:

1. The reactions to a case study of this type is far too true to ignore. How do you as an ABE teacher feel toward the issue of genuine "EMPATHY?"

2. Considering the fact that the discipline of Athletics has accepted such candidates as Campanella, Musial, Ruth, Mays, Vida Blue and Satchel Paige in baseball; Jesse Owens and Wilma Rudolph in track; Caruso, Mendelsohn, Chopin, Ellington, Presley, B-B King, Basie, Oliver, Armstrong, Dinah Shore, Dinah Washington, Horne, and Bailey in Music; Booker T. Washington, Carver of Tuskegee, Mays of Morehouse, Clements of AU, Gore of FAMU, Hale of TSU, or Charles S. Johnson, the inimitable president of Fisk University, and Mordicai Johnson, the Dean of College Presidents in Education; how could, in all fairness the three foremost institutions in an American democracy, the Church, the Schools, and the Family fail to take cognizance of the contributions of these individuals who(for the most part derived from the culturally deprived), have made significant contributions to the advancement of American Democracy.

3. *EXPLORE THIS CASE STUDY IN DEPTH.*

CASE STUDY I. THE PREVIOUS ENVIRONMENT OF THE ABE TEACHER

In many, many cases, perhaps in far too many cases, it seems that the potential ABE teacher having extensive experience in living in the ghetto in Deprived Areas (many teachers in middle-class areas have emerged from deprived areas and are quite anxious to forget the fact) appear to be more intolerant of the shortcomings of learners in "Deprived Areas" than anyone else. This is quite understandable. Many of the Black brothers and sisters of the lighter complexion who "Cross-over" (changing their racial origin for very apparent social and economic reasons) are most intolerable of the customs, traditions, and morals of their former *Black* society. A mere cursory review of the "Quadroon Balls of The South" specially in the vicinity of New Orleans during the early 19th century will verify this fact.

This is simply to say that "Teachers, subscribing to 'middle class values' while having originated from a lower class, are in far too many cases most likely to be quite sensitive and intolerant of the traditions, customs, mores, and morals of the class from which they ascended. Or should we say, descended?

Reactions:

1. As an ABE teacher cite your position.

2. What is your position in this matter?

DEFINITION OF TERMS

In order to facilitate communication, the following terms have been defined for ABE teachers.

1. *ABE:* Adult Basic Education
2. *AEA:* Alabama Education Association
3. *Affluency:* Those of the upper class.
4. *ALAPCAE:* Alabama Association for Public Continuing and Adult Education
5. *Andragogy:* Methods used when teaching adolescents, adults or any mature people.
6. *Blacks:* Refer to individuals of the Negro race.
7. *Consultant:* This term will apply to outstanding educators in the field whose duties include oral presentation and working with task force groups.
8. *Deprived:* Individuals who have had limitations in environmental experiences other than his own culture, and have the characteristics that have developed out of coping with a difficult environment.
9. *Drive-in-Conferences:* A one-day in-service meeting that is provided for local, state, or regional administrators, staff, or teachers.
10. *Economically Deprived:* This term will apply to anyone who is socially and financially handicapped; consequently, nonproducing, or marginally producing breadwinners.
11. *Elaborate Language:* Can be characterized by accurate grammatical order.
12. *Empathy:* This term refers to putting oneself in another's place and experiencing another's feelings.

13. *Expressional Belief:* Those beliefs that are verbal and not practiced.

14. *Extended Family:* This term will apply to aunts, uncles, grandparents, or other relatives, all of whom may to some degree play a parental role or parent substitute.

15. *HEW:* Health, Education, and Welfare

16. *In-Service:* A meeting or series of meetings with a purpose of improving the capability of personnel currently employed in the field.

17. *Linkage:* Unified or coordinated efforts between two or more agencies or groups.

18. *NAPCAE:* National Association of Public and Continuing Adult Education.

19. *Operational Belief:* Those beliefs that are manifested by what one does, the actual practice.

20. *Paraprofessional:* This term will apply to ordinary citizens with or without completing formal educational training, who can be used to liberate teachers from distracting and time-consuming tasks.

21. *Parvenues:* New-comer or one who has recently or suddenly attained wealth or power. He or she may be more technical than others.

22. *Pedagogy:* Method of teaching that is used for children.

23. *Pre-Service:* A meeting of directors, associate directors, and specialists, for the purpose of planning an in-service meeting or summer institute.

24. *Poverty:* Refers to existing conditions of the poor in every geographical area of this country, especially those who concentrate in the slums of the cities, certain rural areas, migrant labor camps, and Indian reservation.

25. *Restricted Language:* Can be characterized by short, grammatically, simple, unfinished sentences with a poor

syntactical monosyllable form stressing the active voice.

26. *Rural Poverty:* This term will refer to a state characterized by economic deprivation, geographic, isolation, physical hardship, less than adequate housing and school facilities, and a community attitude of hopelessness.

27. *SDE:* State Department of Education

28. *Service Agencies:* Local, State, and Federal organizations whose purposes are to give self-help and employment opportunities, financial aid, recreation, and culture opportunities, information and statistics, and mental and physical health to individuals or families who solicit their help.

29. *Specialist:* This term will apply to an instructor or leader of a specific task force group.

30. *SREB:* Southern Regional Education Board

31. *Summer Institute:* A meeting of administrators, teachers or/and staff for instruction for a period of two or more days.

32. *Task Force:* A specific group assigned to make an indepth study of the content area selected for investigation by the institute.

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